Essential Guide to
HUMANITARIAN GOOD PRACTICE
Foreword

Humanitarian needs are changing, with increasing numbers of people forcibly displaced by violence and conflict while natural disasters continue to cause many people to need emergency aid. This 6th edition of All In Diary provides up-to-date guidance on key areas such as ‘conflict and fragility’, reflects trends towards e.g. ‘cash-based assistance’, and references latest resources.

Changes are also afoot at All In Diary. Here is a message from the Co-founders.

After 12 years, it is with sadness but also enormous pride that we are writing this as our last Foreword for All In Diary. The success of All In Diary as a critical ‘go to’ resource for humanitarian sector has never been more pronounced. This also means that it has outgrown its current model of operating on a voluntary basis.

All In Diary has always been used to support the training and capacity building of humanitarians – particularly staff and volunteers of local and national organisations, like Musa (see side panel). In recent years we have experienced a significant increase in the reach of All In Diary, along with requests for mobile applications, short courses and further adaptation of the content. However, it has been difficult to progress some of these interests due to the constraints of our current operating model.

We are therefore delighted to announce that, following publication of this 6th edition, the management and operation of All In Diary will move to become part of the International Association of Professionals in Humanitarian Assistance and Protection (PHAP). This is a fantastic opportunity to combine the practical, up-to-date guidance and references within All In Diary with the range of initiatives being driven by PHAP for supporting staff and volunteers, advancing learning and development on practice-based standards and promoting ethical and professional conduct in the humanitarian sector.

As we pass over responsibility to PHAP, we would like to take this opportunity to acknowledge and thank the very many individuals and organisations who have played such a significant role in the establishment, growth and success of All In Diary.

In particular we would like to thank the current Board of Trustees who have helped to steer All In Diary towards a bright and more sustainable future: Charlie Dalrymple (Chair), Helen Varma, John Damereell, Sean Casey and Sam Coverdale. In addition, our sincere thanks to the volunteers who have supported us through 2017 and development of this 6th edition – Abir Soleiman, Phoebe Weller and Tristan Weller.

Special recognition goes to Biolforce Institute and KALU Institute who have increased awareness and accessibility of the All In Diary in French and Spanish speaking communities, through translation of both the 5th and 6th editions respectively. Similarly, support to significant numbers of humanitarians in the Middle East has been made possible following the Arabic translation and promotion of the All In Diary 5th edition in the region, by DisasterReady.

Finally, we would like to thank you, as users of All In Diary for your interest, collaboration and constructive feedback over the past 12 years. We hope you can offer the same support to PHAP as the All In Diary continues to develop and innovate.

Linda Richardson and Gill Price
All In Diary Co-founders

Additional resources on All In Diary website:
In this section on each page you will find a reference to resources which can be found on the Resources section of our website.

Web links for further information:
In this section on each page you will find references to useful internet sites including www.allindiary.org

“The All In Diary provided me with essential information that enabled me to identify the best procedures to follow and implement effective actions accordingly.

I refer to many sections as a check-list to guide the activities we do.

The section I most frequently refer to, is the one dedicated to vulnerable people.

We work in emergency contexts, often with people on the move, due to the protracted conflict in Congo. At the same time we implement long-term projects, focusing on education, conflict resolution and peace-building.

My team and I constantly refer to it (All In Diary) in our work, and now we better understand the humanitarian meaning of it, why we do it and what are the best strategies to follow.”

Coordinator of a community-based organisation, Goma, DRC

Cover: Refugees crossing border in Hungary – silhouette. Adam Gray, photographer; 11/04/18
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www.allindiary.org
info@allindiary.org
phap.org
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*6th edition - 2018*
Explaining the information pages

Managing Security Risk

Safety and security remains a major concern for humanitarian agencies with increasing levels of violence affecting aid workers.

Security Risk Management Framework

The risks associated with may threats and hazards can be reduced or avoided through analysis of the operating context, understanding organisational vulnerability to the threats (risk assessment) and having appropriate strategies, and clear plans/procedures to mitigate the risks.

1. Situation analysis and risk assessment

As a team analyse the operating context, key actors and the impact your work could have on the context (i.e. Do No Harm). Identify potential threats and assess risks to safety and security. Determine how acceptable are those risks? For hazards or threats with a high risk rating, identify measures that need to be taken, then re-assess the likelihood and impact to determine a residual risk level. Continuously monitor and re-evaluate risks.

Security strategies

You will employ a mixture of the following three strategies in order to manage, mitigate and transfer risks to safety and security. In situations where the risks to staff are considered too high, consider options for remote management or working with local partners.

A. Acceptance

- Ensure acceptance of your presence and work. Engage and maintain relationships with key community leaders and UN/NGO actors, local community and beneficiaries. Respect local culture.

B. Mitigation

- Reduce acceptance of your presence and work. Engage and maintain relationships with key community leaders and UN/NGO actors, local community and beneficiaries. Respect local culture.

C. Transfer

- Protect staff and mitigate risks to safety and security. In situations where the risks to staff are considered too high, consider options for remote management or working with local partners.

2. Security planning and procedures

- Complete standard operating procedures for all staff/office/compound security, travel safety.

- Contingency plans

- In situations where the risks to staff are considered too high, consider options for remote management or working with local partners.

3. Security strategies

- Develop a security strategy, outline and implement agreed plans and procedures.

- Training and awareness

- Develop training and awareness programmes for all staff. Staff training, regular reviews of policies, procedures and systems that exist in the field.

- Information sharing

- Any information sharing must ensure no increase in risk to the organisation, staff and beneficiaries. Not all agencies will accept the same level of risk or have the same capacity to manage risk. Each agency will interpret and react to a security situation in different ways.

- Inter-agency collaboration and information sharing

- Agencies gain mutual benefit by collaborating and sharing information on security.

- Useful tips

- E.g. summary of essential action; key background information

- Additional resources

- On each page, there are recommended resources (manuals, checklists, reference documents) which are ALL available for access and download from www.allindiary.org

- Weblinks

- If you have internet access, these are suggested useful websites
Sources of relief news and information

Up-to-date information about the country or countries affected by disaster, the nature of the disaster, and the scope of the relief effort is essential to facilitate appropriate response.

**General country background**

**BBC News** – [http://news.bbc.co.uk/1/hi/country_profiles/default.stm](http://news.bbc.co.uk/1/hi/country_profiles/default.stm)
- Guides to history, politics and economic background of countries and territories, and background on key institutions.

- Extensive geographical, demographic, political, economic, military and infrastructure data.

**Economist Intelligence Unit** – [http://country.eiu.com/AllCountries.aspx](http://country.eiu.com/AllCountries.aspx)
- Background political and economic information on over 200 countries.

**Emergency Disaster Database** – [www.emdat.be](http://www.emdat.be)
- Essential data on all disaster events occurring in the world from 1900 to present, with country and disaster profiles.

**World Clock** – [http://www.timeanddate.com](http://www.timeanddate.com)
- Time zones, dialling codes and other general country information.

**Current emergency information**

**IRIN - Integrated Regional Information Networks** – [www.irinnews.org](http://www.irinnews.org)
- Useful country profiles for sub-Saharan Africa, the Middle East and Central Asia with daily and weekly news updates.

**ReliefWeb** – [www.reliefweb.int](http://www.reliefweb.int)
- UN humanitarian coordination website, with daily news about complex emergencies and humanitarian relief programmes worldwide. Updated daily. Includes sector reports, appeals tracking and briefing kits.

**Alertnet** – [www.alertnet.org](http://www.alertnet.org)
- Reuters service for aid agencies, including latest humanitarian news.

**Humanitarian Response** – [www.humanitarianresponse.info](http://www.humanitarianresponse.info)
- Website provided by UN OCHA to support humanitarian operations globally.

- Space-based information for Disaster Management and Emergency Response.

**International Crisis Group** – [www.crisisgroup.org](http://www.crisisgroup.org)
- An NGO working to prevent and resolve conflict, its website has comprehensive information about current conflicts around the world.

**MapAction** – [www.mapaction.org](http://www.mapaction.org)
- Accurate, up-to-date maps showing the locations of groups of affected people, passable routes and which medical facilities are functioning.

**Funds for Peace** – [http://fundforpeace.org/fsi/](http://fundforpeace.org/fsi/)
- Source of information, data and analysis from the Fragile States Index to monitor trends and changing vulnerability.

Remember accurate information is critical to effective response.

Ensure you are well informed and regularly update yourself on the local context.

Also check NGOs’ own websites for up-to-date information on emergencies.
Finding out about local context

Understanding the national and local context in which you are working is essential to good humanitarian practice, effective emergency preparedness and personal safety and security.

Questions to consider

- What are the best sources of reliable local knowledge?
- What role is being played by the government and by international or UN bodies?
- What coordination mechanisms are in place for managing the response, e.g. national coordination structures; Humanitarian Coordinator, sector or cluster coordination structures?
- Which organisations and groups (international and local) are already established in-country and what resources (human, material) do they have for responding to the disaster?
- What were the key issues facing the country just prior to the disaster?
- What is the security situation? In conflict-affected locations, what are the issues concerning different parties to the conflict?
- Which groups were the most vulnerable before the disaster, and which are most vulnerable as a result of the disaster?
- How might the existing issues and vulnerabilities affect short term disaster relief, and longer term recovery and rehabilitation?
- How sensitive is the local population to outside interventions?

Essential baseline data

Key reliable baseline data will give you a reasonable understanding of the local context and enable appropriate preparation for your response.

- Gather geographic, demographic, political and socio-economic data
- Gather pre- and post-disaster data which can be compared
- Refer to national and international country strategy documents e.g. Contingency plans, Poverty Reduction Strategy, Humanitarian Needs Overview (HNO) and Humanitarian Response Plans (HRP)
- Find out who is doing what, where (often referred to as a 3W matrix. Or a 4W matrix, if it includes ‘when’)
- Disaggregate (split) data by age, gender, location, vulnerability
- Contact relevant national and local authorities and line ministries, UN agencies and OCHA, Clusters, NGO coordinating bodies - to assist in gathering the data needed.

Good humanitarian action:

1. Reaches everyone in need.
2. Meets the priorities and respects the dignity of crisis-affected people.
3. Is consistent with longer term political, economic and social processes.
4. Is led by the state and builds on local response capacities wherever possible.
5. Is apolitical and adheres to international law and humanitarian principles.
6. Makes the best possible use of resources.
7. Uses the best knowledge and skills to achieve an effective and timely response.
International law and principles

BINDING LEGAL INSTRUMENTS

International Human Rights Law (IHRL)
- Regulates the relationship between states and individuals in ordinary life, and the rights that States are bound to respect, protect and fulfil in emergency situations, including conflict.
- Encompasses the Universal Declaration of Human Rights, adopted by the UN General Assembly in December 1948.
  “All human beings are born free and equal in dignity and rights.”

International Humanitarian Law (IHL)
- Aims to protect the most vulnerable and limit the effects of conflict.
- Specifically protects those not directly involved in fighting e.g. civilians, medical personnel, wounded, or sick combatants, or prisoners of war.
- Comprises of The Hague and Geneva Conventions and a range of subsequent international treaties and case law.

International Refugee Law (IRL)
- Sets out entitlements to international protection and obligations of receiving States, for persons unable to access protection of their country of origin.

Domestic Law
Humanitarian actors are required to abide by domestic law in any emergency.

NON-BINDING GUIDING PRINCIPLES

Code of Conduct for the Red Cross Movement and NGOs in Disaster Response
Introduces the humanitarian imperative, i.e. people have the right to provide and receive humanitarian assistance, and assistance should be provided based on need. Highlights the need for neutrality, impartiality and independence in the provision of aid.

Sphere Humanitarian Charter
Reinforces the humanitarian imperative and champions:
- Right to Life with Dignity (IHRL)
- Distinction between civilians and combatants (IHL)
- Non-refoulement and forcible or coerced displacement (IHLR; IRL)

Do No Harm
The ‘Do No Harm’ principles outline the risks of humanitarian agencies doing harm, simply by being present and providing assistance, and sets out ways to prevent and mitigate these risks. http://www.conflictsensitivity.org/do-no-harm-local-capacities-for-peace-project/

Guiding Principles on Internal Displacement
These Guiding Principles were developed in 1998. They are not legally binding but set out specific rights of Internally Displaced Persons (IDPs) as derived from existing international law.

Rights Based Approach (RBA)
- seeks to address economic or social needs through achievement of political and civil rights.

Respecting human rights and humanitarian principles in conflict
This is critical due to:
- risk of ‘doing harm’ or fuelling conflict through diversion or manipulation of aid in exchange for other concessions e.g. access
- risk of compromising human rights through withholding aid or negotiating with armed forces
- need for understanding the political, social and ethnic context
- importance of advocacy in raising awareness of rights abuses and promoting principled humanitarian action
- importance of conflict sensitive approaches in programming

See ‘Conflict sensitive approaches’ page

Additional resources on All In Diary website
FAQs on IHL, Human Rights and Refugee Law, © IASC 2004
International Humanitarian Norms and Principles Guidance Materials © IASC 2010

Web links for further information
Internal Displacement Monitoring Centre, http://www.internal-displacement.org/
## Guiding humanitarian principles and standards

<table>
<thead>
<tr>
<th>International legal instruments that protect the rights of individuals in humanitarian crises</th>
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</thead>
</table>
| **INTERNATIONAL HUMAN RIGHTS LAW**  
(Universal Declaration of Human Rights 1948, 1976 Covenants)  
States the civil, political, economic, social and cultural rights of all human beings that must be protected during times of peace, armed conflict and disasters. |
| **REFUGEE LAW**  
(1951 Refugee Convention & 1967 Protocol)  
Outlines the rights applicable to refugees and asylum seekers. |
| **INTERNATIONAL HUMANITARIAN LAW**  
(Hague and Geneva Conventions 1949; 1977; 2005 Protocols)  
Governs the treatment of combatants and civilians during times of international and internal armed conflict. |

<table>
<thead>
<tr>
<th>International guiding frameworks that define responsibilities and principles for humanitarian action</th>
</tr>
</thead>
</table>
| **CODE OF CONDUCT**  
Principles of conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response |
| **HUMANITARIAN CHARTER**  
The ethical and legal foundations for principled humanitarian action. |
| **DO NOT HARM**  
Framework and code of conduct for interacting with those affected by conflict to promote peace and recovery and reduce the risk of harm. |
| **GUIDING PRINCIPLES ON INTERNAL DISPLACEMENT**  
Principles and guiding framework for the protection and assistance of internally displaced persons. |

<table>
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<tr>
<th>Core standards and cross cutting issues that guide humanitarian practitioners and agencies</th>
</tr>
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</table>
| **CORE HUMANITARIAN STANDARD (CHS)**  
Nine commitments for practitioners in improving the quality and effectiveness of humanitarian action. |
| **SPHERE MINIMUM STANDARDS IN HUMANITARIAN RESPONSE**  
Common principles and universal minimum standards for the delivery of quality humanitarian response. |
| **SPHERE COMPANION STANDARDS**  
Complementary standards:  
- LEGS: livestock  
- INEE: education  
- SEEP: economic recovery  
- CPWG: child protection  
- ADCAP – age & disability |
| **MAINSTREAMING PROTECTION STANDARDS**  
A set of international standards for mainstreaming protection in humanitarian action |

<table>
<thead>
<tr>
<th>Additional quality and accountability initiatives that support adherence to humanitarian standards and principles</th>
</tr>
</thead>
</table>
| **ASSESSMENT CAPACITIES PROJECT (ACAPPS)**  
| **ACTIVE LEARNING NETWORK FOR ACCOUNTABILITY & PERFORMANCE (ALNAP)**  
Network committed to improving performance through increased learning and accountability |
| **PROFESSIONALS IN HUMANITARIAN ASSISTANCE & PROTECTION (PHAP)**  
Commitment to empowering capable and informed professionals to transform humanitarian action |
| **GROUPE URD**  
Quality assurance mechanism and tool for humanitarian action - QualityCompass |
| **INTER AGENCY-STANDING COMMITTEE (IASC)**  
Five commitments on accountability to affected populations. |
Code of Conduct

This code sets out the Principles of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Response Programmes. The code underpins International Human Rights (IHL) and Humanitarian Law (IHL) and supports good humanitarian practice.

The ten principles underpinning the Code of Conduct:

- apply to any NGO - national or international, small or large
- seek to guard our standards of behaviour
- are voluntary and self-policing
- can be used by governments, donors, and humanitarian agencies as a yardstick against which to judge their own conduct and the conduct of those agencies with whom they work.

**Disaster-affected communities have a right to expect those who seek to assist them to measure up to these standards.**

1. The humanitarian imperative *(to provide immediate aid to people whose survival is threatened)* comes first.

2. Aid is given regardless of the race, creed or nationality of the recipients, and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.

3. Aid will not be used to further a particular political or religious standpoint.

4. We shall endeavour not to act as instruments of government foreign policy.

5. We shall respect culture and custom.

6. We shall attempt to build disaster response on local capacities.

7. Ways shall be found to involve beneficiaries in the management of relief aid.

8. Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.

9. We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.

10. In our information, publicity and advertising activities, we shall recognise disaster victims as dignified human beings, not hopeless objects.

Principles 1 to 4 define core humanitarian principles. The remaining six are programme principles which seek to improve the quality and accountability of humanitarian assistance. In the event of armed conflict, the Code of Conduct will be interpreted and applied in conformity with IHL and IRL.
Core humanitarian standard

The Core Humanitarian Standard on Quality and Accountability (CHS) was launched in 2014 as a joint initiative involving Groupe URD, HAP International, People In Aid and the Sphere Project. It replaces the 2010 HAP Standard, People In Aid Code of Good Practice and Core Standards of the Sphere Handbook.

The CHS sets out nine commitments that organisations and individuals can use to improve the quality and effectiveness of humanitarian assistance - through aligning their own procedures, with the CHS, and by using it as a basis for verification of performance.

Guidance notes and key indicators provide clarification on the key actions needed, and ways to take this forward. It also facilitates accountability to those affected by crisis: as, knowing what humanitarian agencies have committed to, enables them to hold these agencies to account.

<table>
<thead>
<tr>
<th>Commitments to communities and people affected by crisis</th>
<th>Quality criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receive assistance appropriate and relevant to their needs.</td>
<td>Humanitarian response is appropriate and relevant.</td>
</tr>
<tr>
<td>2. Have access to the humanitarian assistance they need at the right time.</td>
<td>Humanitarian response is effective and timely.</td>
</tr>
<tr>
<td>3. Are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action.</td>
<td>Humanitarian response strengthens local capacities and avoids negative effects.</td>
</tr>
<tr>
<td>4. Know their rights, entitlements, have access to information and participate in decisions that affect them.</td>
<td>Humanitarian response is based on communication, participation and feedback.</td>
</tr>
<tr>
<td>5. Have access to safe and responsive mechanisms to handle complaints.</td>
<td>Complaints are welcomed and addressed.</td>
</tr>
<tr>
<td>6. Receive coordinated, complementary assistance.</td>
<td>Humanitarian response is coordinated and complementary.</td>
</tr>
<tr>
<td>7. Can expect delivery of improved assistance as organisations learn from experience and reflection.</td>
<td>Humanitarian actors continuously learn and improve.</td>
</tr>
<tr>
<td>8. Receive the assistance they require from competent and well-managed staff and volunteers.</td>
<td>Staffs are supported to do their job effectively and are treated fairly and equitably.</td>
</tr>
<tr>
<td>9. Expect that organisations assisting them are managing resources effectively, efficiently and ethically.</td>
<td>Resources are managed and used responsibly for their intended purpose.</td>
</tr>
</tbody>
</table>

Additional resources on All In Diary website
Humanitarian Accountability Report, CHS Alliance, 2015
Core Humanitarian Standard, CHS Alliance, 2014
CHS Guidance notes and indicators © CHS Alliance et al, 2015

Web links for further information
CHS: http://www.corehumanitarianstandard.org
CHS Alliance: http://chshalliance.org
Sphere Project: http://SphereProject.org/CHS

The CHS Alliance
Improving quality, accountability and people management.

Bringing together more than two decades of experience in quality, accountability and people management, the CHS Alliance forms one of the largest and most influential networks in the humanitarian and development sector.

The Alliance will benefit from the reputations, legacies and successful working practices of HAP International and People In Aid, the two organisations which merged to form the Alliance.

“Humanity is a good thing. Effective humanity is the right thing.”
Hugo Slim, Oxford Institute for Ethics, Law and Armed Conflict

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www.allindary.org/phap.org
Principles and accountability

Responding quickly to disasters while adhering to a range of humanitarian principles is challenging. Humanitarians face practical and moral dilemmas in balancing these obligations.

Effective and ethical humanitarian action needs to:

- be guided by established humanitarian principles while recognising that at times there are dilemmas in putting them into practice
- reflect the needs, concerns, interests and capacities of all stakeholders to whom an agency is accountable

**Key accountability relationships**

NGOs are accountable in several ways:
- upwards to donors, government or foundations
- downwards to beneficiaries, local partners, clients
- horizontally to other NGOs to uphold sector standards and reputation
- internally within the organisation

Maintaining *Accountability to Affected Populations (AAP)* is vital through offering community feedback mechanisms and engaging the affected population in the design, delivery and evaluation of programmes.

**Ethical dilemmas**

The principles guiding the conduct of humanitarian agencies and staff are set out in the Code of Conduct and supplementary guidelines. Take time to analyse the issues before taking action. Doing nothing should also be considered.

<table>
<thead>
<tr>
<th>Guiding principles</th>
<th>Examples of ethical or moral dilemmas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core principles:</strong></td>
<td></td>
</tr>
<tr>
<td>- Humanity</td>
<td>When does working with parties to a conflict move from practical negotiation e.g. around access, to condoning violence or rights abuses?</td>
</tr>
<tr>
<td>- Impartiality</td>
<td>Should agencies provide assistance for IDPs or refugees when this contributes to or perpetuates conditions that violate their rights? E.g. forced displacement, restrictions on movement etc.</td>
</tr>
<tr>
<td>- Neutrality</td>
<td></td>
</tr>
<tr>
<td><strong>Other principles:</strong></td>
<td></td>
</tr>
<tr>
<td>- Independence</td>
<td>How might the interests of donors influence the nature of humanitarian assistance provided?</td>
</tr>
<tr>
<td>- Participation</td>
<td>When does meeting food aid needs undermine efforts to protect livelihoods and sustain local markets?</td>
</tr>
<tr>
<td>- Empowerment</td>
<td>Should an agency highlight rights or other abuses if this may lead to expulsion and even greater suffering amongst those it is seeking to help?</td>
</tr>
<tr>
<td>- Respect and dignity</td>
<td>When does using images of misery and suffering undermine the principles of humanity and dignity?</td>
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<td>- Accountability</td>
<td>When should international principles and values take precedence over local cultural practices and norms?</td>
</tr>
<tr>
<td>- Sustainability</td>
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</tr>
</tbody>
</table>

**Additional resources on All In Diary website**

Challenging Operations: An Ethical Framework to Assist Humanitarian Aid Workers in their Decision-making © PLOS 2014

Toolkit for mainstreaming Communicating with Communities (CwQ) © Shongiog / ACF

**Web links for further information**

http://www.elacov.ac.uk/HumanitarianEthics

https://interagencystandingcommittee.org/AAP

6th edition © 2018 All In Diary/PHAP

www.allindary.org / phap.org
Protection

Protection is central to humanitarian action. Humanitarian actors risk becoming part of the problem unless they assess and understand how their actions can affect people’s safety. Factoring protection in from the outset can reduce risk and avoid perpetuating threats and doing further harm. This is the responsibility of all humanitarian actors.

What is protection mainstreaming?

Protection mainstreaming incorporates protection principles, meaningful access, safety and dignity in all aspects of humanitarian aid.

1. Avoid causing harm
   - Prevent and minimise as much as possible any unintended negative effects of your intervention (or non-intervention) which can increase people’s vulnerability to both physical and psychosocial risks. Prioritise safety and dignity.

2. Enable access
   - Arrange for people’s access to assistance and services - in proportion to need and without any barriers (e.g. discrimination). Pay special attention to individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services.

3. Be accountable
   - Set up appropriate mechanisms through which affected populations can measure the adequacy of interventions, and address concerns and complaints.

4. Empower and participate
   - Support community capacity to protect themselves (see Forced Displacement and IDPs page) and claim their rights, including – not exclusively – the rights to shelter, food, water and sanitation, health and education.

Extract from the Global Protection Cluster – Protection Mainstreaming Brief © 2012. Also see the The Sphere Project – Protection Principles.

How do we mainstream protection?

- Understand people’s rights and determine who is at risk, and why.
- Consider consequences of action or inaction in relation to any threats.
- Facilitate representation and participation by all groups, especially the most marginalised and vulnerable.
- Identify and mitigate protection risks in all areas of activity (sectors) and at all stages of the project cycle.
- Prioritise Protection against Sexual Exploitation and Abuse (PSEA) and minimise risk of abuse by humanitarian staff or partners.
- Ensure staff and partners know how and where to refer people for support.
- Advocate for action on specific threats e.g. dialogue with parties to a conflict to improve people’s access to assistance or safety.
- Collaborate and coordinate with other agencies to enhance protection in practice e.g. through sector or cluster coordination.

Additional resources on the All In Diary website

Protection Mainstreaming Toolkit, © GPC, 2017
Professional Standards for Protection Work, © ICRC, 2013
Minimum Inter-Agency Standards for Protection Mainstreaming, © World Vision, 2012

Web links for further information

Global Protection Cluster: http://www.globalprotectioncluster.org
ICRC: http://www.icrc.org/protection_civilians
ProCap: www.humanitarianresponse.info/procap
PSEA Task force: http://www.pseataskforce.org/
Child protection

About half the people globally affected by armed conflict and violence are children whose rights to protection and development are severely compromised.

The impact of emergencies on children

- **Neglect**: due to loss of parents and other caregivers, reduced attention from adults and inability to access basic services.
- **Dangers and Injuries**: through road traffic accidents, drowning, burning, contact with explosive remnants of war and gunfire.
- **Physical violence and other harmful practices**: pressure can increase violence within the family and contribute to child marriage, self-harming, etc.
- **Sexual violence**: increases in emergencies, exposing children to abuse, injury, trafficking, sexually transmitted diseases or HIV, early pregnancy and death.
- **Psychosocial and mental disorders**: crises induce severe stress; toxic stress causes significant physical, emotional and developmental damage to children.
- **Child labour**: children at increased risk of forced conscription, child labour, prostitution, begging, child trafficking and sexual exploitation.
- **Justice for children**: detention rates may increase and boys and girls in detention are at high risk of torture, sexual abuse and other forms of violence.

Interventions to support child protection and development

- **Advocate**: with governments, donors, other NGOs, community groups about child protection concerns such as the use of orphanages and international adoption, as girls and boys are generally safer and better cared for in a family environment in their own communities.
- **Raise awareness**: of protection concerns such as child trafficking, child labour etc., through public awareness campaigns.
- **Develop life skills and promote behavioural change**: to build resilience and better prevent and respond to child protection concerns e.g. through positive parenting programmes and alternatives to violence.
- **Build capacity**: for service providers and key staff on child protection issues, e.g. training for local community liaison staff and social workers to provide supportive care to children and their caregivers.
- **Develop, support and monitor alternative or interim care**: for separated, unaccompanied or orphaned children and those needing alternative arrangements for their safety, including children released from armed forces or groups, or from detention.
- **Lead case management**: so vulnerable children are identified and referred for essential services (medical support, interim care, psychosocial support, legal assistance, safety and security, etc.) accompanied by trained caseworkers.
- **Provide structured social activities for children**: facilitated by communities e.g. child friendly spaces, recreation, leisure and learning opportunities. Other psychosocial support including mass communication about positive coping methods, activation of social networks, youth clubs, psychological first aid.

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**Additional resources on All In Diary website**

A Matter of Life and Death, CPWG 2015
Minimum Standards for Child Protection in Humanitarian Action, CPWG 2012

**Web links for further information**

Save the Children - [http://resourcecentre.savethechildren.net/](http://resourcecentre.savethechildren.net/)

6th edition © 2018 All In Diary/PHAP
[www.allindiary.org/phap.org](http://www.allindiary.org/phap.org)
Refugees and migration

Increasing numbers of people are forced to leave their country due to persecution, fear of violence, or betterment of economic situation.

Refugees and migrants – understanding the difference

Asylum-seekers (seeking to become internationally recognised as “refugee status”) are defined and protected in international law and must not be expelled or returned to situations where their life and freedom are at risk. If those seeking refugee status are forced to move on from the first country of asylum before being assessed, e.g. due to economic hardship or discrimination, they may be mistakenly seen as migrants who have ‘chosen’ to move on, rather than pursuing their claim for asylum and survivors of human rights violations.

Asylum-seekers, refugees and migrants increasingly use the same routes and means of transport to cross countries. If they are unable to enter a State legally, they may, sadly, be tempted to employ the services of human smugglers and embark on dangerous sea or land voyages.

Refugees - are persons who have fled their home country and crossed an international border due to a well-founded fear of persecution, conflict or violence and as a result, require ‘international protection’

Migrants - are persons who choose to move away from their habitual place of residence voluntarily or involuntarily to improve their situation. They are subject to international human rights. However, there is no legal definition of an international migrant.

 Stateless persons - are individuals who are not considered citizens or nationals under the operation of the laws of any country. Statelessness can seriously affect their ability to exercise their basic rights.

Under the 1951 Refugee Convention, and its 1967 Protocol as well as other legal texts, such as the 1969 OAU Refugee Convention, define the rights of refugees to international protection ‘in the country of which they seek asylum’. One of the most fundamental principles laid down in international law is that asylum-seekers/refugees should not be expelled or returned to situations where their life and freedom would be under threat (known as refoulment). They also have the right to education, employment, healthcare, freedom of movement, and liberty, among others. However, national legislation may constrain some refugee rights e.g. ownership and identity papers. Effective refugee protection and assistance also depends on finding longer term solutions such as integration, voluntary repatriation or resettlement.

Overarching problems facing refugees and other persons of concern

- Lack of identity papers
- Abuse of basic human rights
- False association made between terrorists and refugees.
- Confusion about status of refugees, migrants, and asylum seekers
- Loss of livelihood and education opportunities

The New York Declaration for Refugees and Migrants

In 2016, 193 UN Members States declared the need to:
- protect the safety, dignity and human rights of all refugees and migrants;
- support countries rescuing, receiving and hosting refugees and migrants;
- combat racism and discrimination towards all migrants;
- develop principles and guidelines on the treatment of migrants;
- develop a Global Compact for safe, orderly and regular migration.

Coordination of the response to refugee emergencies is undertaken by UNHCR in collaboration with the host government and other agencies and guided by the Refugee Coordination Model.

Additional resources on All In Diary website

Running Effective Migrant Resource Centres © IOM 2015
Protecting Refugees & the Role of UNHCR © UNHCR2014
Refugee Response Coordination – FAQs © UNHCR
Emergency Handbook© UNHCR 2016

Web links for further information

UNHCR Refworld: http://www.refworld.org
IOM Global Compact for Migration: https://www.iom.int/gcm
Refugee Studies Centre: http://www.rsc.ac.uk/
Forced Migration Review: http://www.fmreview.org/
Forced displacement and IDPs

Millions of people are forced to flee their place of residence each year and millions more live in situations of repeated, protracted or high risk of future displacement.

Internally Displaced Persons (IDPs) are people who have fled their home communities due to persecution, conflict, disaster or other extreme circumstances, but have not crossed an international border. Often, they are fleeing their own government which is supposed to protect them. This makes IDP protection particularly challenging. UNHCR, IOM and other agencies assist IDPs in specific situations but there is no single or specifically mandated UN agency or universal legal treaty covering their rights.

Drivers of displacement

- **Conflict and violence** – For two decades, refugee numbers have been constant compared with *escalating numbers of IDPs*. Once displaced by conflict, people struggle to return to normalcy and are likely to be displaced again either within or across borders.
- **Natural disasters and climate change** – when combined with poverty, urban migration and poor land use -- increase the risk of displacement.
- **Some Development projects** - force people from their homes and/or land. They may involve forced eviction and leave people more marginalised and vulnerable than before.

Considerations for displacement in urban areas

- Displacement within, to and between cities contributes to urbanisation and the growth of informal settlements
- Poor or unplanned construction increases the risk of further displacement
- Urban development can also force people out of previously affordable areas
- Cities may struggle to absorb and meet the service needs for large numbers of IDPs
- Urban areas generally offer better access to goods, housing, services and income opportunities that reduce IDP vulnerability
- Large influxes of IDPs can create mistrust and resentment through competition for jobs and resources
- Increases in urban population density can increase the risk of conflict, criminal activity and violence
- If well integrated, IDPs can create demand and bring skills, assets and other resources

Guiding Principles on Internal Displacement

These are important global principles covering 30 standards for the protection needed for IDPs. They detail the relevant rights and guarantees in relation to:

- General rights, principles and obligations
- Protection from forced and frequent displacement
- Physical security, dignity and freedom of movement
- Family and community protection

The **2012 Kampala Convention** provides legal protection for IDPs in Africa affirming national governments’ responsibility for IDPs and host communities.

Community based protection

- Involves displaced communities in the design of protection and assistance programmes and on their return or resettlement.
- Encourages the maintenance or restoration of communal links and promotes integration of IDPs in host communities to enhance their security.
- Prioritises reunification of families, providing support for unaccompanied children, and enabling IDPs to remain with clan, tribe or village members.
- Facilitates conflict resolution and reconciliation across different groups to help protect IDPs and establishes the relations and conditions conducive for safe return and reintegration, or resettlement and integration of IDPs.

Additional resources on All In Diary website

Handbook for the Protection of IDPs, © GPC, 2010
Guiding Principles on Internal Displacement, © IASC, 1999

Web links for further information

IDMC: [http://www.internal-displacement.org/](http://www.internal-displacement.org/)
Conflict sensitive approaches

A conflict sensitive approach identifies, and takes account of, issues within the local context and affected population that can aggravate existing tensions or fuel potential conflicts.

Conflicts are dynamic. They have many underlying causes such as poverty; inequality amongst ethnic, religious, or political groups; or discrimination and injustice e.g. around contested access to limited services or resources.

Humanitarian assistance given without consideration of conflict sensitivities increases the risk and incidence of violence through the diversion or manipulation of aid supplies, or tension over limited natural resources such as land, water, firewood or construction materials. This will waste limited aid resources and could cause further harm to those affected.

**Steps in adopting a conflict sensitive approach**

1: Analyse the context
- Research country’s history, security, political, economic and social issues
- Identify and consult with all parties to the conflict where possible
- Identify triggers e.g. elections; arrest of local or political leaders; rapid unemployment; military coup; natural disaster; scarcity of basic commodities

2: Analyse dividers and connectors
- Identify sources of tension dividing groups e.g. economics, politics, religion, geography
- Analyse how people are also connected e.g. markets, history, symbols, shared attitudes
- Understand the interaction between your programmes and context

3: Design your strategy
- Maintain a principled approach – neutrality, impartiality and independence - to eliminate negative, conflict-worsening impacts
- Do not miss the opportunity to support peace
- Re-check the impacts on dividers and connectors

**Guiding principles for a conflict sensitive approach**
- Analyse the history, underlying causes and influences on the conflict.
- Recognise the potential and risks of external influence in conflict.
- Actively engage with all groups within the affected population in an impartial way.
- Identify vulnerable groups and engage potential peacemakers.
- Be transparent and clearly communicate your intentions.
- Do no harm and incorporate mechanisms by which you can be held accountable.
- Use timely, flexible and incentive-driven approaches.

**Negotiating with parties to a conflict**

Negotiations may be needed to:
- Maintain impartiality and protection and assistance to vulnerable groups
- Secure humanitarian access
- Improve understanding and respect for humanitarian law.

However, they must be undertaken in accordance with international law and the core humanitarian principles and should not indicate recognition or support for the views of armed groups. Particular caution is needed when:
- negotiations could negatively impact humanitarian conditions
- armed groups try to use negotiations to enhance their legitimacy
- armed groups play humanitarian actors off against each other.

**Additional resources on the All In Diary web site**
- Humanitarian Negotiations with Armed Groups, © UNOCHA 2006
- The Do No Harm Handbook © CDA 2004
- Conflict Sensitivity Toolkit © Trocaire 2011

**Web links for further information**
- Resources: http://www.safegwzd.co.uk/
- http://www.international-alert.org/publications
- http://cdacollaborative.org/publications/
- Toolkit: http://www.conflictsensitivity.org/how-to-guide/
## Sustainable development goals (SDGs)

The 17 SDGs and 169 associated targets define the scale and ambition of the global 2030 Agenda for Sustainable Development, building on the 2015 Millennium Development Goals (MDGs).

<table>
<thead>
<tr>
<th>SDG</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>End poverty in all its forms everywhere</td>
</tr>
<tr>
<td>2.</td>
<td>End hunger, achieve food security and improved nutrition and promote sustainable agriculture</td>
</tr>
<tr>
<td>3.</td>
<td>Ensure healthy lives and promote well-being for all at all ages</td>
</tr>
<tr>
<td>4.</td>
<td>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</td>
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<tr>
<td>5.</td>
<td>Achieve gender equality and empower all women and girls</td>
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<tr>
<td>6.</td>
<td>Ensure availability and sustainable management of water and sanitation for all</td>
</tr>
<tr>
<td>7.</td>
<td>Ensure access to affordable, reliable, sustainable and modern energy for all</td>
</tr>
<tr>
<td>8.</td>
<td>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</td>
</tr>
<tr>
<td>9.</td>
<td>Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation</td>
</tr>
<tr>
<td>10.</td>
<td>Reduce inequality within and among countries</td>
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<tr>
<td>11.</td>
<td>Make cities and human settlements inclusive, safe, resilient and sustainable</td>
</tr>
<tr>
<td>12.</td>
<td>Ensure sustainable consumption and production patterns</td>
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<tr>
<td>13.</td>
<td>Take urgent action to combat climate change and its impacts</td>
</tr>
<tr>
<td>14.</td>
<td>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</td>
</tr>
<tr>
<td>15.</td>
<td>Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss</td>
</tr>
<tr>
<td>16.</td>
<td>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels</td>
</tr>
<tr>
<td>17.</td>
<td>Strengthen the means of implementation and revitalise the global partnership for sustainable development</td>
</tr>
</tbody>
</table>

### The 2030 Agenda for Sustainable Development

197 UN member states participated in the forum which launched the new 2030 Agenda in September 2015. The Agenda:

- reinforces need to eradicate poverty to achieve sustainable development;
- sets out a plan of action for people, planet, prosperity;
- seeks to strengthen universal peace;
- calls for commitment and contribution of all nations.

#### People

- to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

#### Planet

- to support the needs of the present and future generations.

#### Prosperity

- to ensure economic, social and technological progress for all, in harmony with nature.

#### Peace

- to foster peaceful, just and inclusive societies which are free from fear and violence.

#### Partnership

- to work through global partnerships based on solidarity and a focus on the needs of the poorest and most vulnerable.

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**Additional resources on All In Diary website**

- Evaluating Progress towards the SDGs, © Globespan & Sustainability 2017

**Web links for further information**

Humanitarian architecture

The architecture of humanitarianism is changing in this complex, challenging world:
- more countries are developing National Disaster Management capacities
- growing number of actors including national actors
- diversification of donors
- new forms of humanitarian action from military and private ‘for-profit’ sector
- changing approaches to coordination

All responders need to understand the role of different actors, and to ensure coordination and that aid is appropriate to the local context through linking to existing national disaster management, contingency and development plans and policies.

Role of governments

“Each state has the responsibility first and foremost to take care of the victims of natural disasters and other emergencies occurring on its territory” UN General Assembly Resolution 46/182

States have four main roles and responsibilities regarding humanitarian aid:
1. providing assistance and protection
2. declaring a crisis and inviting international aid
3. monitoring and coordinating external assistance
4. setting the regulatory and legal frameworks governing relief assistance

There is growing focus on role of national governments, due in part to increasing wealth of some developing countries, growing willingness and ability to respond to disasters without external assistance, and their emergence as donors.

Role of local and national responders

Increasing recognition is being given to local communities, families, national and local government, civil society and the private sector who are almost always first to respond to provide humanitarian assistance.

Whilst they often have an overwhelming advantage in bringing relief to communities, coordination is key, with international aid agencies and local organisations working in partnership to ensure consistency in standards and accountability.

Role of international organisations

When national governments are unable to respond to the scale of the emergency, they can request international support through UN Resident /Humanitarian Coordinator to UN OCHA’s Emergency Relief Coordinator.

OCHA in collaboration with the Inter-Agency Standing Committee (IASC) are responsible for bringing together national and international providers to ensure a coherent response to emergencies. See also pages on ‘UN and International Organisations’ and ‘Cluster Coordination’

Actors include UN, international NGOs, Red Cross and Red Crescent, regional intergovernmental forums, assisting governments and increasingly, the private sector. Some may already be in-country and quickly able to mobilise a response.

Four models of humanitarian action

Consultative model – national government and civil society have capacity to respond to large-scale disasters, limiting need for international help, e.g. Chinese earthquake 2008.

Collaborative model – some capacity for domestic responses; national and local actors unwilling to hand over leadership to international actors. National/subnational actors seek leadership role, e.g. Ethiopian drought 2015.

Comprehensive model – appeal for international help to mobilise funds and capacities to coordinate assistance and deliver goods and services directly to affected populations. Needs are so great, and local capacities so overwhelmed, that international agencies take the lead: Level 3 emergency, e.g. Nepal earthquakes 2015.

Constrained model – political interests limit humanitarian space by violations creating crises, by deliberate limitations of access or, in many cases, by both, e.g. Yemen conflict 2015.

(Ramalingam, Mitchell, 2014)

Additional resources on All In Diary website

Future of NGOs in the Humanitarian Sector, © Humanitarian Futures Programme 2013

Web links for further information

http://interactive.unocha.org/publication/asiadisasterresponse/InternationalHumanitarianArchitecture.html - UN OCHA
UN and international organisations

In disaster situations which are beyond the capacity of the affected state(s), the United Nations (UN)* may be called upon to protect and assist those affected and coordinate the international humanitarian response.

**Key UN Agencies and their role in humanitarian disasters**

**OCHA - Office for the Coordination of Humanitarian Affairs**  
Mobilises and coordinates international humanitarian response in collaboration with the Inter-Agency Standing Committee (see side bar).  

**WFP - World Food Programme**  
Feeds the hungry and poor - principal provider of relief food aid.  
[www.wfp.org](http://www.wfp.org)

**WHO - World Health Organisation**  
Provides global public health leadership by setting standards, monitoring health trends, providing direction on emergency health issues.  
[www.who.org; www.paho.org](http://www.who.org; www.paho.org)

**UNICEF - United Nations Children’s Fund**  
Works to uphold children’s rights, survival, development and protection by intervening in health, education, water, sanitation, hygiene and protection.  
[www.unicef.org](http://www.unicef.org)

**UNHCR - United Nations High Commission for Refugees**  
Provides international protection, assistance and seeks long term solutions for refugees and other groups displaced by conflict.  
[www.unhcr.org](http://www.unhcr.org)

**FAO - Food and Agriculture Organisation of the UN**  
Provides early warning of food crises and assesses global food supply problems.  
[www.fao.org](http://www.fao.org)

**UNDP - United Nations Development Programme**  
Assists disaster-prone countries in contingency planning and disaster mitigation, prevention and preparedness measures. The Resident Coordinator (Country Head of UNDP) may coordinate relief efforts in small scale emergencies.  
[www.undp.org](http://www.undp.org)

**International Red Cross and Red Crescent Movement**

**ICRC - International Committee of the Red Cross**  
Mandated through Geneva Conventions to assist civilians in times of war.

**IFRC - International Federation of Red Cross and Red Crescent Societies**  
Coordinates international relief provided by National Societies.

**National Red Cross and Red Crescent Societies**  
Assist people affected by conflict or disaster within their own borders – they may also be the mandated humanitarian partner of the affected state(s).

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*The UN is a global, intergovernmental institution made up of 193 nation states*
The Humanitarian Programme Cycle (HPC) provides a framework to guide humanitarian agencies in meeting the needs of affected populations quickly, effectively and in a coordinated and principled manner.

Agencies are required to work collectively and to share information through the relevant clusters. In this way they can hold one another to account to achieve improved decision making and outcomes for the affected population.

The HPC consists of five sequential elements and depends on effective **emergency preparedness**, **coordination** with national/local authorities and humanitarian actors, and **information management**.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Primary Output</th>
<th>Agency benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess and analyse needs</td>
<td><strong>Humanitarian Needs Overview</strong> (HNO): overview of the prioritised humanitarian need in the affected country.</td>
<td>Contribute to HNO through clusters/sectors. Use findings to plan effective programmes and projects.</td>
</tr>
<tr>
<td>2. Plan strategic response</td>
<td><strong>Humanitarian Response Plan</strong> (HRP): draws on HNO to define the overarching strategy and main priorities for the response. <strong>Cluster plans</strong> specify what clusters will do to contribute to strategic objectives.</td>
<td>Use HRP and cluster plans to check own strategy / plans reflect sectoral priorities. Engage with cluster to ensure own plans are incorporated in flash appeals and pooled funding bids.</td>
</tr>
<tr>
<td>3. Implement and monitor</td>
<td><strong>Humanitarian Response Monitoring Framework</strong> and <strong>Periodic Monitoring Report</strong> (PMR): how well have HRP outputs and outcomes been achieved: overall strategic objectives, cluster objectives and country activities.</td>
<td>Participate in cluster monitoring plans. Ensure capacity for your part in monitoring activities. Align your project indicators with cluster plans. Use the PMR as a measure for wider impact of your project.</td>
</tr>
<tr>
<td>4. Mobilise resources</td>
<td><strong>Country-based pooled funds</strong> (CBPF) and <strong>Central Emergency Response Fund</strong> (CERF): pooled funding mechanisms for responding agencies.</td>
<td>Clusters play an important role in facilitating funding allocations from pooled funds to partners to fulfill their cluster response plan.</td>
</tr>
<tr>
<td>5. Operational peer review and evaluate</td>
<td><strong>Operational Peer Review</strong>: an inter-agency management tool which identifies areas for improvement. <strong>Inter-agency Humanitarian Evaluations</strong> (IAHE): independent assessment of results of collective response.</td>
<td>OPR is an internal report for the Humanitarian Country Team. The IAHE provides recommendations for future responses to specific individuals or agencies.</td>
</tr>
</tbody>
</table>

**Emergency Response Preparedness (ERP)**
- is a continuous process of anticipating potential emergencies and pre-planning the response.

**Primary outputs**
- **Risk analysis and monitoring** generating a country risk profile, identifying vulnerable groups.
- **Minimum preparedness actions** e.g. risk monitoring, arranging coordination, preparing for joint assessments, information management, and operational capacity.
- **Contingency planning and advanced preparedness** e.g. identifying capacities, key logistical requirements and pre-positioning of relief supplies.

**Benefits for the response**
Aligning preparedness planning with the cluster arrangements established under the ERP approach brings all relevant actors to an advanced level of readiness for specific scenarios.

**Additional resources on All In Diary website**

**Web links for further information**
HPC: [www.humanitariアンresponse.info/programme-cycle](http://www.humanitariアンresponse.info/programme-cycle)
Building a Better Response training programme: [http://www.buildingabetterresponse.org](http://www.buildingabetterresponse.org)
Cluster coordination

When emergencies occur coordination is essential to reduce gaps and overlaps in the assistance delivered by humanitarian organisations.

Inter-Agency Standing Committee (IASC) clusters are formally activated when existing coordination mechanisms are overwhelmed or constrained in their ability to respond to identified needs in line with humanitarian principles.

The cluster approach is not the only coordination solution and may coexist with other forms of national or international coordination. The scale of national level coordination arrangements should be tailored to each operational context.

Cluster approach aims to strengthen:
- transparency
- accountability
- predictability
- engagement with national authorities
- inclusion of affected communities
- advocacy
- joint planning

Clusters create partnerships between international humanitarian actors, national and local authorities and civil society.

Clusters include:
- Camp Coordination and Management
- Early Recovery
- Education
- Emergency Telecommunications
- Food Security
- Health
- Logistics
- Nutrition
- Protection
- Shelter
- Water, Sanitation and Hygiene

Not all clusters will be activated every time.

Cluster functions at country-level

2. Inform strategic decision-making of HC/Humanitarian Country Team – preparing needs assessment and gap analysis to inform priorities, identify and find solutions for gaps, obstacles, duplications and cross-cutting issues.
3. Plan and implement strategies – develop sectoral plans to support strategic priorities, apply standards and guidelines and clarify funding priorities.
4. Monitor and Evaluate – monitor and report on activities and needs, measure progress, recommend corrective action.
5. Build national capacity in preparedness and contingency planning – where high risk of recurring or new disaster, and where capacity exists.
6. Support robust advocacy – identify concerns, contribute key messages to HC/HCT, undertake advocacy on behalf of cluster and affected population.

Minimum commitment for participation in clusters

- commitment to Principles of Partnership*
- readiness to participate and be accountable
- understand duties & responsibilities
- capacity to contribute to cluster’s strategic response plan and activities
- active participation in cluster
- consistent engagement of a senior staff
- commitment to work cooperatively
- willingness to take on leadership role
- contribute to advocacy and messaging
- effective communication

*See Developing Partnerships’ page

What are clusters?
Clusters are groups of humanitarian organisations, both UN and non-UN in each of the main sectors of humanitarian action. They are designated by the IASC, have clear responsibilities for coordination and can operate at different levels:

Sub-national level
- critical in remote or large areas; better access to local knowledge and work alongside local government and organisations with shared leadership between national authorities, NGOs and UN agencies.

National level
- each activated cluster is accountable to the Humanitarian Coordinator (HC) through the Cluster Lead Agency (CLA) as well as to national authorities and affected population; may co-lead with government and NGOs.

Global level
- designated CLAs are accountable to OCHA’s Emergency Relief Coordinator and aim to improve preparedness and response capacity, standardise tools and methodologies, and share best practice.

Additional resources on All In Diary website
Reference Module for Cluster Coordination, IASC 2015
Cluster Coordination Performance Monitoring © UNOCHA 2015

Web links for further information
Clusters – http://www.humanitarianresponse.info
IASC https://interagencystandingcommittee.org/iasc-transformative-agenda
OCHA https://www.unocha.org/legacy/what-we-do/coordination-tools/cluster-coordination

6th edition © 2018 All In Diary/PHAP
www.allindiary.org/ phap.org
Civil-military coordination

In a major emergency, governments may deploy military or paramilitary organisations to respond immediately. International bilateral support may also be provided through deployment of foreign military actors and assets.

When local and international humanitarian organisations are also involved in the response, it is essential that they can operate in the same space without detriment to the civilian character of humanitarian assistance. Important considerations for all parties in achieving this include:
- adhere to and promote humanitarian principles
- build and maintain trust with the affected population
- understand how different militaries/militia are perceived by the affected population and adjust programming/liaison as appropriate
- avoid competition and minimise inconsistency
- maintain appropriate lines of communication
- agree and pursue common goals, when appropriate.

How NGOs and military actors differ

- **Mandate, interest and values** – NGOs stem from civil society; military are political in nature.
- **Skills, attributes and expertise** – military strength in logistics and coordination; NGO strength in inclusion, advocacy and addressing rights, needs, vulnerabilities.
- **Governance and decision-making** – military have more formalised authoritarian structures.

If used appropriately, these differences can be a significant asset in addressing humanitarian needs.

*Interaction between humanitarian sector and military © Groupe URD 2007*

Guidelines on working with the military

**Principles to apply in using Military and Civil Defence Assets (MCDA)**

- Use only as a last resort, for urgent needs and in the absence of a civilian alternative.
- Ensure that operations involving MCDA (e.g. armed convoys) remain civilian in nature and controlled by the humanitarian agency (except the actual MCDA).
- Ensure humanitarian work is undertaken by agency staff to maintain the distinction between humanitarian and military roles.
- Ensure the use of MCDA is clearly defined in time, scale and with a clear strategy for how resources or functions will be replaced by a civilian alternative.
- Make requests for MCDA through the UN Civil Military Coordination Officer (UN CMCord) or Humanitarian Coordinator.
- Stress the need for adherence to humanitarian principles, Code of Conduct and other international guidelines.

**Humanitarian space** is defined as the unimpeded space afforded to humanitarian organisations to assist those affected by conflict or disaster.

All assistance provided should respect the principles of neutrality, impartiality, independence.

**The Oslo Guidelines**

Guidelines on the Use of Foreign Military and Civil Defence Assets (MCDA) in Disaster Relief

**The MCDA Guidelines**

Guidelines on Use of Military and Civil Defence Assets (MCDA) to support UN humanitarian activities in complex emergencies - when and how they should be used - how UN agencies and partners should interface, organise, and coordinate with international military forces with regard to MCDA.

**Challenges**

Effective coordination with the military is an increasing challenge due to:
- More international intervention in fragile and conflict-affected states.
- Rapid proliferation of humanitarian actors with diverse views.
- Increased military involvement in civilian operations to win ‘hearts and minds’, e.g. protection, distribution of relief.
- Increased need for protection of agency staff or assets by military forces due to problems of access, threats to security.
- Globalisation and social media bring perceptions on working with the military from one context to negatively influence another.

**Blurring of roles means:**
- Erosion of humanitarian space and separating ‘humanitarian’ and ‘military’ operations.
- Need understanding of differing mandates, capacities and limitations between humanitarian and military actors.
- Need formalised process of civil-military coordination and liaison.

*Additional resources on All In Diary website*

UN Humanitarian Civil-Military Coordination – UNOCHA 2015
Guidelines on use of foreign MCDA in disaster relief Oslo Guidelines 2007
Guidelines on Use of Armed Escorts for Humanitarian Convoy | IASC 2013
Country specific civil-military coordination guidelines, © ODI 2012

*Web links for further information*

Humanitarian Civil Military Coordination
https://www.unocha.org/legacy/what-we-do/coordination-tools/UN-CMCoord/overview
The 2018 Sphere Handbook sets out what people affected by disaster have a right to expect from humanitarian assistance and provides common terms of reference for humanitarian agencies. It includes:

- **The Humanitarian Charter** - the cornerstone of the Handbook
- **Protection Principles** - a set of three essential principles
- **The Core Humanitarian Standard** - which applies to all aspects of response. (see the Core Humanitarian Standard page)
- **Minimum Standards** - in four key life-saving areas (see next two pages)
- **Delivering through Markets** - annex on supply chain and logistics including cash based programming which applies to all standards

*This page is based on the draft 2018 Handbook – please check the Sphere website for updates*

### Humanitarian Charter

*describes the core ethical and legal principles that govern the actions of states, non-state actors and civil society in humanitarian response.*

- reaffirms the primacy of the humanitarian imperative (to provide immediate aid to people whose survival is threatened) and spells out three overarching rights:
  - **The right to life with dignity**
  - **The right to receive humanitarian assistance**
  - **The right to protection and security.**

- restates the principles of impartiality, proportionality, non-refoulement and ‘do no harm’ as well as the distinction between civilians and combatants.

### Protection Principles – applicable in all aspects of response

Protection is concerned with the safety, dignity and rights of people affected by disaster or armed conflict. It is central to all humanitarian action because it helps people avoid or recover from violence, coercion and deliberate deprivation.

The three protection principles and supporting guidance notes in Sphere outline the manner in which all humanitarians should work with those affected.

| 1. PREVENT: | enhance the safety, dignity and rights of affected people, and avoid exposing people to further harm |
| 2. RESPOND: | ensure people’s access to impartial assistance – in proportion to need and without discrimination |
| 3. REMEDY: | assist people to claim their rights and access appropriate remedies |

These principles may be inter-dependent and carried out simultaneously. They promote the safety, dignity and rights of people in three ways:

- mainstreaming protection risks, activities and related information across all humanitarian programmes;
- integrating specific protection objectives into humanitarian assistance;
- promoting specific and/or specialised protection activities that address specific protection risks and violations.

### Key messages of the Humanitarian Charter

All people affected by disaster or conflict have the right to receive humanitarian assistance;

All people affected by disaster or conflict – women, men, boys and girls – have the right to life with dignity;

The safety and security of people in situations of disaster or conflict is of particular humanitarian concern;

We acknowledge that our fundamental accountability must be to those we seek to assist;

During armed conflict, protection and assistance shall be given to those not engaged in the conflict;

Attempts to provide humanitarian assistance may sometimes have adverse effects.

### Additional resources on All In Diary website

Humanitarian Charter and Minimum Standards in Humanitarian Response © The Sphere Project 2018
### 3.8 HUMANITARIAN FRAMEWORKS

**Sphere minimum standards** (page 1 of 2)

Sphere Standards are set out and explained in the following format:

- **Minimum standards**: specify the minimum performance levels to be attained.
- **Key actions**: the inputs and practical activities needed to meet the standards.
- **Key indicators**: ‘signals’ to show whether a standard has been attained
- **Guidance notes**: on practical difficulties and critical and context-specific issues.

*The key actions and indicators used must reflect the emergency context*

#### 1) WATER SUPPLY, SANITATION, HYGIENE PROMOTION STANDARDS

<table>
<thead>
<tr>
<th><strong>Effective WASH programmes</strong></th>
<th>1: Accountable community engagement and action</th>
<th>2: Sustainable solutions</th>
<th>3: Integrated WASH programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hygiene</strong></td>
<td>1: Hygiene promotion implementation</td>
<td>2: Identification, access, use of hygiene items</td>
<td>3: Menstrual hygiene and incontinence management</td>
</tr>
<tr>
<td><strong>Water supply</strong></td>
<td>1: Access and water quantity</td>
<td>2: Water quality</td>
<td></td>
</tr>
<tr>
<td><strong>Excreta management</strong></td>
<td>1: Access to and use of toilets</td>
<td>2: Containment of excreta</td>
<td>3: Excreta collection, transport, disposal and treatment</td>
</tr>
<tr>
<td></td>
<td>4: Management and maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vector control</strong></td>
<td>1: Vector identification and targeting</td>
<td>2: Actions at settlement level to control vectors</td>
<td>3: Household and personal actions to control vectors</td>
</tr>
<tr>
<td><strong>Solid waste management</strong></td>
<td>1: Solid waste systems planning</td>
<td>2: Generation and management at source</td>
<td>3: Transportation, treatment and disposal</td>
</tr>
<tr>
<td></td>
<td>4: Medical solid waste</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WASH and communicable disease</strong></td>
<td>1: Limiting disease transmission at the community and household level</td>
<td>2: Infection prevention and control in care and communities</td>
<td></td>
</tr>
<tr>
<td><strong>WASH and Nutrition</strong></td>
<td>1: Community and household level</td>
<td>2: WASH in nutrition centres</td>
<td></td>
</tr>
</tbody>
</table>

#### 2) FOOD SECURITY AND NUTRITION STANDARDS

| **Food security and nutrition assessment** | 1: Food security assessment | 2: Nutrition assessment |
| **Prevention and treatment of malnutrition** | 1: Moderate acute malnutrition | 2: Severe acute malnutrition |
|                                             | 3: Micronutrient deficiencies      |                           |
| **Infant and young child feeding**          | 1: Policy guidance and coordination | 2: Basic and skilled support |
| **Food security**                           | 1: General food security           | 2: General nutrition requirements |
| **Food assistance**                         | 1: Food quality, appropriateness and acceptability | 2: Targeting, distribution and delivery |
|                                             | 3: Food use                        |                               |
| **Livelihoods**                             | 1: Primary production              | 2: Income and employment     |

---

**Using the Sphere Standards in practice**

Sphere plays a vital role in humanitarian response, for example through:

- Establishing the basis for humanitarian agencies to work with the affected population, and each other.
- Setting standards and providing a common basis for the design, specification and implementation of projects, goods and services.
- Use as a framework for designing and analyzing data from needs, capacity and vulnerability assessments.
- Providing a set of common indicators for measuring progress and performance in addressing priority needs and achieving the required outcomes for those affected.
- Promoting and advocating for the required quantity and quality of assistance with donors, local authorities and others.
Sphere minimum standards (page 2 of 2)

Sphere Standards are set out and explained in the following format:

- **Minimum standards**: specify the minimum performance levels to be attained
- **Key actions**: the inputs and practical activities needed to meet the standards.
- **Key indicators**: ‘signals’ to show whether a standard has been attained
- **Guidance notes**: on practical difficulties and critical and context-specific issues

The key actions and indicators used must reflect the emergency context.

### 3) SHELTER AND SETTLEMENT STANDARDS

<table>
<thead>
<tr>
<th>Strategies, and implementation</th>
<th>1: Assistance option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2: Implementation mode</td>
</tr>
<tr>
<td>Enabling environment</td>
<td>1: Security of tenure</td>
</tr>
<tr>
<td></td>
<td>2: Environmental sustainability</td>
</tr>
<tr>
<td>Habitation and physical living space</td>
<td>1: Shelter location and settlement planning</td>
</tr>
<tr>
<td></td>
<td>2: Habitable living space</td>
</tr>
<tr>
<td></td>
<td>3: Technical assistance and quality assurance</td>
</tr>
</tbody>
</table>

### 4) HEALTH ACTION STANDARDS

<table>
<thead>
<tr>
<th>Essential health services</th>
<th>Health systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Prioritising health services</td>
<td>1: Health service delivery</td>
</tr>
<tr>
<td></td>
<td>2: Human workforce</td>
</tr>
<tr>
<td></td>
<td>3: Essential medicines and medical devices</td>
</tr>
<tr>
<td></td>
<td>4: Health financing</td>
</tr>
<tr>
<td></td>
<td>5: Health information management</td>
</tr>
<tr>
<td></td>
<td>6: Leadership and coordination</td>
</tr>
</tbody>
</table>

| Communicable diseases | 1: Communicable disease prevention |
|                      | 2: Communicable disease diagnosis and case management |
|                      | 3: Outbreak preparedness, detection and response |

| Child health | 1: Prevention of vaccine preventable disease |
|             | 2: Management of new born and child illness |

| Sexual and reproductive health | 1: Coordination of sexual and reproductive health services |
|                               | 2: Maternal and new born health services |
|                               | 3: HIV |
|                               | 4: Sexual violence and rape |

| Injury care | 1: Injury care |
|            | |

| Mental health | 1: Mental health |
|              | |

| NCDs | 1: Non-communicable diseases |
|      | |

| Relief and end of life care | 1: Palliative care |
|                            | |

### Annex: Delivering through markets

This applies to the four life-saving areas (WASH, Food Security and Nutrition, Shelter and Settlement and Health) covered by Sphere. It provides guidance for understanding, using and supporting markets for supply of goods and services. It also considers how to best source goods and services through either international and local procurement and / or cash based assistance.

- Humanitarian assistance should be ‘market aware’ so that local markets are considered and accounted for in the design, implementation and monitoring of humanitarian responses.

- **Market analysis** is essential for assessing and defining response options and identifying opportunities to support local markets while recognizing that some goods may need to be procured internationally to meet quality standards.

### Companion standards

- **Minimum Standards for Education (INEE)**
  - Promote strategies for physical and psychosocial protection, welfare and development of children through education

- **Minimum Standards for Child Protection (The Alliance)**
  - Enable predictable, accountable, effective child protection

- **Minimum Economic Recovery Standards (SEEP)**
  - Promote enterprise, livelihoods, cash flow and asset management for economic recovery

- **Livestock Emergency Guidelines and Standards (LEGS)**
  - Guide emergency livestock interventions.

- **Minimum Standards for Age and Disability inclusion (ADCAP)**
  - Guide the inclusion and care of older and disabled persons.

### Additional resources on All In Diary website

- The Core Humanitarian Standard on Quality and Accountability - One core standard with nine commitments (from Draft Introduction to the 2018 Sphere handbook)

### Web links for further information

- [Sphereproject.org](http://www.sphereproject.org/standards-partners/)
- [Cash Based Assistance Programme Quality toolbox](http://pctoolbox.cashlearning.org/)

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www.allindiary.org / phap.org
Disaster cycle

A humanitarian disaster is a single event or series of events that threaten the health, safety or wellbeing of a community or large group of people, usually over a wide area.
The first responders are normally local communities and organisations and the international community may be called to assist when national government lacks the capacity to respond or there is no functioning government.

The disaster cycle

- Immediate RELIEF to save lives and prevent immediate loss of life e.g. search and rescue, medical care, food, safe drinking water.
- Local first responders.
- High risk of mortality.
- Short-term emergency services following a rapid-onset disaster or during a slow-onset emergency.
- Ongoing RESPONSE to reduce vulnerability and meet basic needs e.g. family tracing, food, nutrition, health care, WASH, shelter.

Recovery

- Longer term support in restoring ‘normal life’.
- Local ownership and participation is critical to recovery.
- Link humanitarian activity with longer term development plans.
- REHABILITATION focuses on public and social services, livelihoods, education and changes due to the disaster impact e.g. protection.
- RECONSTRUCTION to re-establish infrastructure, housing and pre-disaster services and social conditions.

Types of disaster

Natural disasters
- May be rapid-onset such as earthquakes, floods or cyclones, or slow-onset such as drought.
- Secondary impacts such as fires or landslides can cause further destruction and suffering.

Complex emergencies
- Internal or external conflict leads to a breakdown in authority.
- Requires an international response.
- Characterised by periods of peace and violence.
- Must consider conflict sensitivities, vulnerabilities and civil military liaison.

Man-made disasters
- Include industrial or technological accidents and large forest fires.

Pandemics
- Involves rapid-onset of contagious disease affecting public health and disrupting services.

Stages before a disaster

Mitigation
- Important in disaster prone settings.
- Reduce hazards and disaster impact.
- MITIGATION includes public awareness, training, environmental and land use controls.
- PREVENTION includes reinforced structures, restrictions, regulations.

Preparedness
- To reduce vulnerability and increase local response and recovery capacity.
- EARLY WARNING through warning systems, risk assessments, etc.
- CONTINGENCY PLANNING, public information /communication systems, stockpiling, designated shelters.

Stages after a disaster

Response

- Link short-term humanitarian activity with longer-term recovery needs.
- Consider disaster risks and climate change impact at every stage.
- Preparedness, response and recovery needs will vary from one location or affected group to another.
- Complex emergencies can involve multiple crises, each at different stages.

Additional resource on the All In Diary web site

Emergency Handbook © UNHCR 2016 (online and mobile app);
Emergency Pocket Guide © CARE 2009- also French, Spanish, Arabic

Web links for further information:

Disaster Management tools: http://www.adpc.net
Managing disaster risk

The risk and impact of disasters depend on the nature of hazards in a specific location and the vulnerability of the people exposed to them. Exposure to one set of hazards is likely to increase vulnerability to the next unless measures are taken to strengthen resilience. Climate change contributes to disaster risk through weather-related risks, sea and temperature rises, and pressure on access to water, agriculture and ecosystems.

\[ \text{Hazard + Vulnerability} = \text{Disaster} \]

**Measures to reduce disaster risk**

**Disaster Risk Reduction (DRR)** measures to reduce disaster risks and vulnerabilities make adaptations for climate change and minimize the impact of hazards.

- **Identify, analyse and manage risk** in all humanitarian and development programming including assessing hazards, vulnerabilities and capacities.
- **Risk reduction measures** such as environmental management (e.g. water, land, forest), social, economic and livelihood opportunities (e.g. cash transfers, skills development), protection of critical services, flood control, adherence to construction standards, land-use and urban planning.
- **Address imbalances in rights and power** to reduce vulnerability.
- **Secure public commitment to address risks** e.g. through government policy and legislation, community action and organisational development.
- **Enable early warning systems** e.g. forecasting, public alerts and information.
- **Raising awareness and knowledge** of risks.

**Sendai Framework for Disaster Risk Reduction 2015 - 2030**

Outlines agreed global targets and priorities to reduce disaster risks through a range of economic, social, cultural, environmental and political measures.

**Additional resources on All In Diary website**

- CBDRR – Handbook for local facilitator©VRCS 2013
- Towards Resilience: Guide to DRR & CCA © CRS 2013
- No Accident – Resilience and the inequality of risk © Oxfam 2013
- Public awareness and public education for DRR © IFRC 2011

**Web links for further information**

- DRR resources: [http://www.preventionweb.net/](http://www.preventionweb.net/)english/
- [http://www.unisdr.org](http://www.unisdr.org)
- Sendai Framework for DRR: [http://www.wcdrr.org/home](http://www.wcdrr.org)
Climate Change Adaptation (CCA)

Climate change is increasing weather related hazards and pressure on water availability, agriculture and ecosystems.

Climate change adaptation involves:
- adapting current practices to take account of increased temperatures, sea levels and changes in rainfall patterns;
- managing and reducing the risks associated with more frequent, severe and unpredictable extreme weather events.

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Potential impact</th>
<th>Adaptation activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rising temperatures</strong></td>
<td>• Reduced agricultural yields</td>
<td>• Promote use of drought-resistant crops, agroforestry and conservation farming techniques (for greater water retention)</td>
</tr>
<tr>
<td></td>
<td>• Increased heat-related mortality, insect infestation, demand and impact on water resources and risk of bushfires</td>
<td>• Improve protection of water sources to reduce losses</td>
</tr>
<tr>
<td></td>
<td>• Declining air quality in cities</td>
<td></td>
</tr>
<tr>
<td><strong>Extreme rainfall</strong></td>
<td>• Increased frequency or severity of flooding, contaminated water sources, soil erosion</td>
<td>• Construct flood defences, protect water supply and sanitation systems, improve drainage</td>
</tr>
<tr>
<td></td>
<td>• Damage to or loss of housing, infrastructure, crops, livestock</td>
<td>• Move housing and infrastructure away from flood-prone areas. Identify ‘safe places’ for people and livestock</td>
</tr>
<tr>
<td></td>
<td>• Risk of death, injury, infectious and respiratory diseases</td>
<td>• Promote raised-bed agriculture</td>
</tr>
<tr>
<td></td>
<td>• Disruption to commerce, transport, public services</td>
<td></td>
</tr>
<tr>
<td><strong>Changing rainfall or seasons</strong></td>
<td>• Land degradation, lower yields, crop damage, risk of bush fires</td>
<td>• Diversify and increase yield of existing livelihood activities</td>
</tr>
<tr>
<td></td>
<td>• Food and water shortages</td>
<td>• Facilitate access to weather forecasts and early warnings</td>
</tr>
<tr>
<td></td>
<td>• Loss of livestock, malnutrition, and water- and food-borne diseases.</td>
<td>• Promote crop diversification, conservation farming methods, and rainwater harvesting</td>
</tr>
<tr>
<td></td>
<td>• Migration</td>
<td></td>
</tr>
<tr>
<td><strong>Storm</strong></td>
<td>• Damage to housing, crops, trees, infrastructure and communications</td>
<td>• Use safe and storm-resistant materials and building designs e.g. avoid iron roof sheets</td>
</tr>
<tr>
<td></td>
<td>• Risk of death, injury and disease through contaminated water or food</td>
<td>• Support government and community public awareness and early warning measures</td>
</tr>
<tr>
<td></td>
<td>• Withdrawal by insurers of risk coverage in vulnerable areas</td>
<td>• Identify ‘safe places’ for shelter and storage during storms</td>
</tr>
<tr>
<td><strong>Rising sea levels</strong></td>
<td>• Salinisation of irrigation and freshwater systems, affecting availability of safe water</td>
<td>• Sustainable water sources for humans, livestock, livelihoods</td>
</tr>
<tr>
<td></td>
<td>• Risk of drowning</td>
<td>• Facilitate access to saline-resistant crop varieties</td>
</tr>
<tr>
<td></td>
<td>• Damage to coastal areas and loss of housing, crops, livestock</td>
<td>• Construct coastal and sea defences e.g. mangroves</td>
</tr>
</tbody>
</table>

Photo: Drought-resistant rice. Credit: CIAT/N. Palmer

Measures to mitigate the effects of climate change:
- Assess vulnerability and integrate climate adaptation measures in disaster risk reduction plans.
- Build government and community disaster risk management capacity.
- Minimise soil erosion and deforestation through alternative cooking fuels, crop diversification and conservation agriculture methods.
- Support watershed management, rainwater harvesting and flood and wind resistant structures.
- Minimise risks of flood damage and water contamination through appropriate hygiene promotion and sanitation.
- Avoid using materials which cause soil, shoreline, or forest degradation.

Additional resources on All In Diary website:
- Climate Guide, © 2007 Red Cross/Red Crescent Climate Centre
- Tackling the limits to adaptation, © 2012 CARE Int’l & Action Aid
- Quick Guide to Climate Change Adaptation © 2009 IASC

Web links for further information:
- CCA toolkits: [http://coreclimatechange.org/tool-kits](http://coreclimatechange.org/tool-kits)
- IFRC: [http://www.climatecentre.org/site/publications?type=3](http://www.climatecentre.org/site/publications?type=3)
# Urban humanitarian challenges

**Urban residents are often among the world’s most vulnerable, living in precarious informal settlements and slums which are prone to natural disasters and destruction during conflict.**

## Urban – rural considerations

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth of cities</strong></td>
<td>More people are migrating to urban areas, leading to increased population density, informal, unplanned and potentially unsafe housing in vulnerable areas e.g. flood plains, steep slopes.</td>
</tr>
<tr>
<td><strong>Concentration of resources and services</strong></td>
<td>Concentrated resources, assets and services can increase the impact of disasters, conflict and violence in urban areas. Although if not destroyed, they also form part of the resilience and capacity of urban centres to respond to emergencies.</td>
</tr>
<tr>
<td><strong>Complex community settings</strong></td>
<td>Social structures in urban areas are highly complex and there are rarely ‘homogenous’ communities to work with. Urban dwellers rely heavily on these structures for protection, housing, access to services and livelihoods. Any assistance needs to recognise and support existing structures to be effective.</td>
</tr>
<tr>
<td><strong>Unplanned settlements and poor infrastructure</strong></td>
<td>Increasing numbers of IDPs, refugees and other undocumented migrants in urban areas creates additional challenges to already marginalised and vulnerable communities which host them leading to social tensions and pressure on local government.</td>
</tr>
<tr>
<td><strong>Urban-rural linkages</strong></td>
<td>Rural populations often depend on urban markets for food and income but urban areas also depend on rural production and offer employment opportunities for rural labour.</td>
</tr>
<tr>
<td><strong>Traditional focus on rural</strong></td>
<td>The majority of tools, approaches, policies and practices for humanitarian response are designed for rural settings so appropriate adaptation of tools and approaches is essential.</td>
</tr>
</tbody>
</table>

### In urban disasters, humanitarian need the knowledge and capacity to:

- assess structural damage to complex structures and water, electricity, telecoms and sanitation infrastructure;
- undertake urban and spatial planning; rehabilitation of housing and infrastructure in dense, poorly-serviced environments;
- analyse urban vulnerability and community resilience;
- identify and address the dynamics of violence in an urban setting;
- adopt appropriate beneficiary-targeting approaches;
- identify and protect land use and tenure patterns;
- facilitate urban disaster risk reduction and preparedness planning;
- work through public-private sector partnerships;
- collaborate with national and municipal authorities, civil society and development actors.

## Resilient cities have:

- Homes which adhere to building codes and neighbourhoods with organised services and infrastructure.
- Inclusive, competent and accountable local government.
- Understanding of disaster hazards, risks and vulnerabilities.
- People empowered to participate, and local knowledge, capacities and resources.
- Monitoring and early warning systems to protect community assets, infrastructure and individuals.
- Ability to respond and restore basic services to resume social, institutional and economic activity.
- Understanding of how to develop resilience and mitigate the risk of disasters and climate change.

*Drawn from How To Make Cities More Resilient – A Handbook for Local Government Leaders © UNISDR 2012*

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### Additional resources on the All In Diaries website

- Meeting Humanitarian Challenges in Urban Areas, © IASC 2010
- Meeting the Urban Challenge, © ALNAP 2012

### Web links for further information

- Urban humanitarian resources: [http://www.urban-response.org](http://www.urban-response.org)
- Global urban data: [http://unhabitat.org/urban-knowledge/](http://unhabitat.org/urban-knowledge/)
Conflict and fragility

The increasing frequency and scale of conflicts has forced millions to flee their homes and had a devastating impact on civilians, communities, infrastructure and development.

Countries with weak, or no state capacity or legitimacy, often referred to as fragile states are more vulnerable to conflict. Effective steps towards peace rely on inclusion, enhancing state capacity and peace building. However, these efforts can also undermine state legitimacy and contribute to further conflict.

The conflict cycle

- Understanding the root causes of conflict is vital - interventions should address them, not reinforce them.
- At a minimum – ensure your intervention does no harm.
- A conflict may skip some stages, and flow into or repeat others.
- A country may experience 2 or 3 different stages at the same time.

Who is responsible for those affected by conflict?

International Humanitarian Law (IHL) applies in armed conflict, whether international or non-international conflict, or occupation. Legal obligations related to humanitarian access differ depending on the nature of the conflict but consent of the parties to the conflict is required in all cases. In summary:

1. States and non-State armed groups are responsible for meeting the basic needs of civilians under their control (or occupation).
2. Humanitarian agencies and third countries have the right to offer assistance and this cannot be seen as a breach of sovereignty.
3. In any situation, parties to the conflict need to consent to relief interventions.
4. Parties to the conflict must allow and facilitate rapid and unimpeded passage of humanitarian relief for civilians in need.

Denial of assistance and humanitarian access may constitute a war crime under International Criminal Law if, for example, it leads to starvation.

Impact of conflict

- Cumulative degradation of assets, infrastructure and resilience
- Mass displacements
- Increased risk of epidemics
- Mental health concerns due to stress, violence and trauma
- Declining physical health due to poor nutrition, injury and illness
- Localised violence and criminality
- Increased discrimination

Strategies to mitigate risk of conflict

- Increase understanding and respect for human rights and international law
- Establish and maintain dialogue with parties to conflict at all levels
- Advocate for warnings and precautions before launching attacks
- Focus on early interventions to mitigate tension, suspicion and insecurity and promote peace, inclusion, recovery and reconstruction

Key questions for conflict analysis

Context
- What is the political, economic, and socio-cultural context and emergent issues?
- What areas are affected?
- Is there a history of conflict?

Causes
- What are the causes of the conflict?
- What could trigger further outbreaks?
- What factors can contribute to peace?

Actors
- Who are the main actors and what are their interests and relationships?
- What are the capacities for peace and who might spoil peace efforts?

Dynamics
- What are current conflict trends?
- What are the windows of opportunity?
- What scenarios can be developed from the analysis?

Also refer to the Conflict Sensitive Approaches page

Additional resources on the All In Diary website

Conflict Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding © Conflict Sensitivity 2018

Web links for further information

Safer World: https://www.saferworld.org.uk
Oxford guidelines: https://reliefweb.int/oxford-guidance
Conflict Dynamics: http://www.cdint.org/humanitarianaccess/

4.5 UNDERSTANDING DISASTERS

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www.allindiary.org/phap.org
Linking relief, rehabilitation, development

Disasters represent a major threat to sustainable development but a joined up approach can reduce disaster risk.

Linking relief, rehabilitation and development (LRDD) seeks to mitigate the risk of humanitarian programming undermining development work and enables development programming to build on humanitarian knowledge and take disaster risk reduction measures into account.

How is relief and development activity linked?

The Disaster Cycle is a process that moves from immediate life-saving activities, often led by local responders, through to response and rehabilitation activities which may involve substantial support from international agencies in helping to restore basic services and ‘Build Back Better’. Once the levels of need and vulnerability are reduced, longer-term development can follow or resume. However, this staged approach does not reflect reality and can leave gaps between relief and development activities because:

- These interventions are designed differently in terms of mandates, goals, funding, timeframes, approaches, and procedures, etc.
- They require different skills sets and responses which may be managed by different agencies or parts of an organisation
- Donor funding may be restricted to specific timeframes or activities
- Government requirements may differ with greater bureaucratic hurdles or demands on development programming

Also for those affected, their situation is an ongoing cycle of risks and uncertainties, often starting long before the disaster impact.

Key issues in LRDD

- **Put disaster-affected people first.** Recognise and appreciate local capacities (skills, knowledge and resources) and involve beneficiaries, host communities and local authorities in decision-making at all stages.
- **Facilitate local ownership** through building on existing national and local development plans, policies, priorities, projects and capacities in project design and planning at all stages.
- **Take a long-term view.** Even in the immediate ‘life-saving’ phase, take account of and seek opportunities to support longer-term sustainable development e.g. community managed water or sanitation provision. Plan for phasing out or handover of responsibilities from the start.
- **Coordinate and collaborate across all sectors** with government, humanitarian and development actors in all aspects of assessment, planning and implementation to fully understand and adjust to the changing context and differing vulnerabilities.
- **Seek opportunities to strengthen resilience and reduce disaster risk** e.g. through community-based disaster risk management, effective land use and water resource management, safer construction, and efforts to foster social cohesion and reconciliation between conflicting groups.

**Additional resources on All In Diary website**

- Preparing for disaster: a community-based approach © DRC 2005
- The Road to Resilience © IFRC 2012
- Disaster Preparedness for Effective Response © UNOCHA 2008
- Remaking the case for LRRD © ODI 2014

**Web links for further information**

- LRRD research and case studies
- LRRD—Remaking the case
  - [https://www.alnap.org/remaking-the-case-lrrd](https://www.alnap.org/remaking-the-case-lrrd)

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4.6 UNDERSTANDING DISASTERS
Contingency planning

Contingency planning is used to analyse the effects of potential crises and identify appropriate preparedness measures.

Contingency plans can be used in preparing for natural disasters, conflict or broader threats such as financial crises or political instability. They can be:
- undertaken individually or as part of a larger inter-agency process
- used in projects to explore potential problems e.g. access or supply constraints.

Risk analysis and contingency planning

Risk assessment and analysis is an on-going process involving staff, partners and beneficiaries.
- Keep high impact risks prominent through updates, posters on office walls etc
- Keep adding new risks as they arise and encourage broad staff and community participation
- Maintain a risk register or mitigation tool with responsibilities for review and management of risks communicated to all staff
- Regularly assess risks and assign a status e.g. using the traffic light approach (Red=High; Orange=Medium; Green=Low). If the risk has passed or been managed out then remove it

Key questions
- What could happen?
- What would be needed to alleviate the situation?
- How would action be taken?
- Who should be involved?
- What materials, supplies and staff would be needed?
- What preparation is necessary?
- How much will it cost?

Using contingency plans in the disaster cycle

Contingency plans:
- inform needs assessments through analysis of likely disaster impacts;
- save time and provide a basis for rigorous response planning;
- change over the course of an emergency response;
- identify risks to long term recovery;
- form part of emergency preparedness and disaster mitigation;
- inform and contribute to community or organisational learning.

Additional resources on the All IN Diary website
Contingency planning guide © IFRC 2012

Web links for further information
Environmental concerns

Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.

<table>
<thead>
<tr>
<th>Environmental threats during response</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To life</td>
<td>through hazardous chemicals, infrastructure e.g. dams, nuclear plants</td>
</tr>
<tr>
<td>To health</td>
<td>through toxic waste and damage to water sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental threats to early recovery</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To livelihoods</td>
<td>damage to forests, soil, pastures, wetlands, reefs, water sources</td>
</tr>
<tr>
<td>To security</td>
<td>fragility of ecosystem and threat to human security, increased conflict over limited resources</td>
</tr>
</tbody>
</table>

Impact of disaster response and recovery on the environment

Conversely disaster response and recovery activities also pose a serious threat to the environment and early analysis of the potential impacts is needed to identify mitigation strategies. Factors affecting the severity of impact include:

<table>
<thead>
<tr>
<th>Geographic</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers affected or displaced and population density</td>
<td></td>
</tr>
<tr>
<td>Extent of disaster area and availability of resources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support from host communities and level of self-sufficiency</td>
<td></td>
</tr>
<tr>
<td>Cultural norms and respect for environment</td>
<td></td>
</tr>
<tr>
<td>Social / power structures and livelihood options</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental resilience to withstand impact and recover</td>
<td></td>
</tr>
<tr>
<td>Ability to absorb waste</td>
<td></td>
</tr>
</tbody>
</table>

Environmental impact risks by sector

<table>
<thead>
<tr>
<th>Protection</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual and gender based violence can occur during fuel collection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor management of chemicals, water, healthcare waste, corpses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WASH</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damage to aquifers; water contamination from sewage / salination; poor rehabilitation of wells; over extraction of water;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shelter, Non Food Items</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsustainable construction materials e.g. timber, burnt bricks, sand; inappropriate site selection or design; deforestation and soil erosion</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Camp coordination management</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land degradation; loss of biodiversity; improper waste and chemical disposal; unsustainable use of fuel and materials; poor management/decommissioning of camps and pit latrines</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logistics</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate disposal of construction, packaging, oil, fuel, tyres; procurement of goods produced in an unsustainable way.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early recovery</th>
<th>Natural disasters and conflicts have a significant negative impact on the environment. This also threatens response and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No environmental impact assessment and mitigating plan; improper land use, building /infrastructure designs and urban planning; unsustainable use of natural resources for reconstruction/ livelihoods; unequal access to resources.</td>
<td></td>
</tr>
</tbody>
</table>

Mitigating the risks of environmental impact

- Identify the presence and means for safe disposal of hazardous materials
- Take appropriate measures for safe disposal of sanitation and emergency waste
- Assess capacity and protection needs for water sources in the short and long-term
- Determine energy consumption demands and available resources
- Assess long-term impact of size, siting and potential expansion of camps
- Seek green procurement and ways to minimise transport pollution
- Work within all applicable standards and guidelines e.g. Sphere; Hyogo Framework
- Engage expert guidance in assessments, material selection and project design

Additional resources on the All In Diary website

- Environment and Humanitarian Action © Joint UNEP/OCHA Environment Unit 2014
- Environment Marker © OCHA & UNEP 2014
- FRAME Toolkit: Module IV Community Environmental Action Planning, © UNHCR-CARE 2009

Web links for further information

- Green Recovery Centre: [http://green-recovery.org/](http://green-recovery.org/)

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www.allindiary.org/phap.org
Gender

Disasters impact differently on women, men and children and humanitarian programmes should be designed to meet the needs of all safely and equally.

In a crisis, particularly conflicts, men, women, girls and boys react differently and have different needs, vulnerabilities, concerns and capacities to recover. Traditional roles are disrupted, existing inequalities may worsen and new inequalities arise, e.g. women may become sole provider, be at risk of gender based violence [GBV]; men may suffer loss of livelihood and status and be at risk of coercion into conflict; children have greater risk of disease, GBV, loss of education; and women and children may be used to shield combatants.

Minimum Standards for Mainstreaming Gender Equality*

Gender equality programming supports equal access to and participation in humanitarian services by all diverse members of a crisis-affected population.

1. Adopt a gender equality policy - which institutionalises a commitment to gender equality in operations and programming
2. Develop organisational culture and capacity for gender equality - promote a shared commitment to gender equality by ensuring staff have the proper understanding, skills and support.
3. Conduct and utilise gender analyses - for every project, engaging a diverse range of stakeholders and using findings to inform partnerships, design, implementation
4. Allocate budget resources for gender equality - to mainstream and capacity building needs
5. Utilise sex- and age-disaggregated data - for all applicable programmes and organisational data collection processes
6. Develop gender equality indicators - to measure progress to gender equality
7. Do No Harm - perform risk assessments and develop corresponding mitigation and response strategies
8. Ensure accountability - monitor organisational practices and programming.

*The Gender Practitioners Collaborative, 2017

Tools to support gender equality programming

CARE Rapid Gender Analysis Toolkit: Rapid Gender Analysis provides, in five steps, essential information about gender roles and responsibilities, capacities and vulnerabilities, together with programming recommendations.

IASC Gender and Age Marker (GAM) - being rolled out in 2018, this is a simple, practical tool which helps determine if an activity or programme is designed well enough to ensure that women, girls, men and boys will benefit equally from it or that it will advance gender equality in another way.

ADAPT & ACT framework - encourages targeted action against gender-based discrimination in line with the following minimum standards. The framework is an acronym for: Analyze gender differences; Design services for all; Access for women, girls, boys and men; Participate equally; Train women and men equally; Address GBV in sector programs; Collect, analyse and report SADD; Target actions based on gender analysis; and Coordinate actions with all sector partners.

Gender Based Violence (GBV)

Unaccompanied girls and adolescent boys, single heads of households, child mothers, child spouses, women and girls living with disability and LGBTI individuals are most at risk of GBV.

GBV includes causing or threatening physical, sexual or mental harm, threats, coercion and deprivations of liberty.

All humanitarian stakeholders have a duty to protect those affected by crises by ensuring that their services reduce the risk of GBV and are tailored to the specific needs of different groups to prevent and mitigate GBV.

LEARN how to integrate gender equality into programmes and practice gender analysis through IASC’s free e-learning gender course http://www.iasc-elearning.org/home/
Working with older people

Older people are highly vulnerable to disasters, but their breadth of experience can be invaluable in response and recovery efforts.

However, there is evidence that the needs of older people are routinely neglected in humanitarian protection, programming and funding. The risks they face, particularly those with pre-existing or newly acquired functional or communication difficulties are often exacerbated by emergencies.

Vulnerability and risks to older people

Worsening of pre-existing exclusion, marginalisation, isolation and poverty
- being separated, or lack of support from family or community
- unable to leave or return home so isolated and neglected
- death or separation of family members can leave older people to care for children

Being victim of abuse or neglect
- abuse, rape, robbery and confinement of older people go unchallenged

Invisibility to humanitarian actors
- discrimination and lack of consultation and participation
- seen as ‘poor investment’ for programmes because they are perceived as unable or unwilling to learn, or high risk as may die

Lack of age-friendly assistance
- specific health and nutrition needs, mobility and psychosocial needs often not understood or prioritised in humanitarian responses
- those physically less able find it difficult to secure food, water, fuel and access to services or possibility to escape from unsafe situations

Loss of property rights and personal documentation
- no documentation; poor family tracing services; land tenure systems break down

Taking the needs of older people into account

Incorporate the Humanitarian Inclusion Standards for older people and people with disabilities* in design, planning and implementation of all humanitarian action.

Disaggregate data - collect, analyse and use sex, age and disability disaggregated data as the basis for response planning.

Identify and locate older people - through records, checks, outreach, communities.

Consult - include older people in needs and capacities assessments; decision-making bodies; special interest groups; ensure two-way communication.

Meet basic needs - facilitate access to shelter, fuel, culturally acceptable and appropriate clothing, food, cooking utensils; extra blankets or clothes for warmth; appropriate health services, water, latrines, livelihood support.

Enable mobility - develop outreach and incorporate home visiting into assessment, programmes and monitoring; provide easily accessible service delivery points; ‘fast track’ queues for most frail and vulnerable; consider issues using trucks for transport.

Address social, psychosocial and family needs - extend family tracing services; provide psychological support; strengthen family and community structures; raise awareness of risks of abuse, robbery, intimidation.

Recognise and support the participation of older people - as an important source of local knowledge, community and family care, involvement and support.

Protect people’s rights – protect housing, land and property rights.

Additional resources on All In Diary website

Humanitarian inclusion standards for older people and people with disabilities © CBM International, HelpAge International and Handicap International 2018*

Older voices in humanitarian crises: calling for change © HAI 2016

Nutrition for older people in emergencies © HAI 2013

Web links for further information

Technical guidance:
People with disabilities

15% of the world’s population live with disabilities. Conflict and disasters can cause disability and can render people with disabilities more vulnerable and unable to access humanitarian assistance. No one should be excluded from humanitarian action.

<table>
<thead>
<tr>
<th>Nature of disability</th>
<th>Support that may be needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>- Dry shelter, extra blankets, warm clothing and bedding, assistive devices, hygienic kit</td>
</tr>
<tr>
<td>e.g. Loss of limbs; mobility (temporary or long-term)</td>
<td>- Personal support; adapted environment (ramp, handrails)</td>
</tr>
<tr>
<td>Visual</td>
<td>- Separate queues e.g. for rations/latrines/water</td>
</tr>
<tr>
<td>e.g. Total or partial loss of vision</td>
<td>- Established landmarks, good lighting, unobstructed access routes and hand rails</td>
</tr>
<tr>
<td>Hearing</td>
<td>- Personal assistance, magnified information or braille</td>
</tr>
<tr>
<td>e.g. Total or partial loss of hearing</td>
<td>- Separate queues</td>
</tr>
<tr>
<td>Mental illness</td>
<td>- Hearing aids and batteries, use of visual aids and picture exchange for communication</td>
</tr>
<tr>
<td>e.g. Learning difficulties such as Downs Syndrome, bipolar disorder</td>
<td>- Separate queues</td>
</tr>
<tr>
<td>Psychosocial</td>
<td>- Access to appropriate medication</td>
</tr>
<tr>
<td>e.g. Post-traumatic stress</td>
<td>- Continuum of care (avoiding changes in care/medication)</td>
</tr>
<tr>
<td>Hidden disabilities</td>
<td>- Use of simple language, speak slowly, personal assistance</td>
</tr>
<tr>
<td>e.g. Epilepsy, HIV/AIDS</td>
<td>- See also ‘Mental health and psychosocial support’ page</td>
</tr>
<tr>
<td></td>
<td>- Separate queues</td>
</tr>
<tr>
<td></td>
<td>- Access to appropriate medication and psychosocial support</td>
</tr>
<tr>
<td></td>
<td>- Continuum of care</td>
</tr>
<tr>
<td></td>
<td>- Support for family and long term carers, personal assistance</td>
</tr>
</tbody>
</table>

Key inclusion standards for people with disabilities and older people*

These standards help to successfully identify and reach those most at risk.

1: Identification: ensure access to humanitarian assistance and protection that is participative, appropriate and relevant to needs.

2: Safe and equitable access: to humanitarian assistance.

3: Resilience: ensure these groups are not negatively affected, are more prepared and resilient, and are less at risk as a result of humanitarian action.

4: Knowledge and participation: ensure all know their rights and entitlements, and participate in decisions that affect their lives.

5: Feedback and complaints: enable access to safe and responsive feedback and complaints mechanisms.

6: Coordination: ensure access to and participation in humanitarian assistance that is coordinated and complementary.

7: Learning: organisations collect and apply learning for more inclusive assistance.

8: Human resources: staff and volunteers have appropriate skills and attitudes to implement inclusive humanitarian action, and older people and people with disabilities have equal opportunities for employment and volunteering in humanitarian organisations.

9: Resources management: people with disabilities can expect that humanitarian organisations are managing resources in a way that promotes inclusion.

*Additional resources on All In Diary website

Humanitarian inclusion standards for older people and people with disabilities, © CBM International, HelpAge International and Handicap International 2018*

Living with disability and disasters, UNISDR Survey, 2014

Web links for further information

https://humanityinclusion.org.uk/en/reports

http://www.asksource.info/topics/humanitarian

Disability inclusion in disaster management

Disability inclusion in all phases of disaster management (disaster risk reduction, preparedness, prevention and mitigation, disaster relief, rehabilitation and recovery) is crucial.

Disaster preparedness can:

- build knowledge and capacities of governments, organisations, communities and individuals to anticipate disability impact
- include disability contingency planning and training
- include stockpiling of mobility aids and other devices along with general supplies
- plan for accessible evacuation and public information in alternative formats.

Risk reduction, often done concurrently with preparedness, can incorporate reducing exposure to hazards that can cause disability along with decreasing the vulnerability of people with an existing disability.
HIV and AIDS

Displacement, violence, and food insecurity resulting from disasters, increase the risk of HIV infection and vulnerability of those already affected by HIV and AIDS.

Key groups vulnerable to HIV and AIDS in emergencies

Women and girls
- Post-disaster and conflict situations increase the risk of gender-based violence (GBV) and victims of GBV are at a higher risk of infection.
- Loss of livelihoods, separation, poverty and the disruption of family and social support structures can lead women into commercial sex work or unsafe sex practices for money, food or protection.

Children and young people
- Children and young people are also vulnerable to GBV and transactional sex which increase during crises.
- Traumatic events that take place in humanitarian contexts can harm young people’s mental health and increase the incidence of drug and alcohol abuse and unsafe sex.
- Education is disrupted, meaning other channels to deliver basic HIV prevention messages to young people must be found.

Sex workers
- High levels of poverty, lack of livelihood opportunities, separation of families, breakdown of communities and social norms that often accompany. Humanitarian crises can lead to sex being sold or exchanged for shelter, food and protection.
- Presence of armed groups, armies, other uniformed services and aid workers can also lead to an increase in sex work.

Men who have sex with men
- Men who have sex with men often have no access to HIV treatment and prevention services.
- Loss of support networks can lead men who have sex with men to not prioritise their health and be unable to access relief goods.

Impact of disasters on those affected by HIV and AIDS
- HIV undermines the resilience and coping capacity of communities, making them more susceptible to disaster and slower to recover.
- People living with HIV and AIDS, and their carers, are at high risk of malnutrition, illness and poverty following disaster as they have fewer livelihood opportunities, inadequate access to food and nutrition and greater susceptibility to disease.
- People living with HIV and AIDS are highly vulnerable to stigma and discrimination, particularly when displaced, so confidentiality is essential.
- Inadequate or disrupted health services undermine treatment, medication for opportunistic infections and home-based or palliative care. Disrupted access to antiretrovirals (ARVs) can lead to rapid progression of HIV and AIDS.
- National and local capacities (government, NGO, community) already weakened by the disaster and facing increased demands, have limited capacity to provide care and support for those living with HIV and AIDS.

Interventions to address risks

Protection/prevention
- Integrate protection in registration, water, sanitation, shelter, camp management
- Educate about HIV, AIDS and safer sex
- Supply of male and female condoms and post exposure prophylaxis (PEP)
- Voluntary counselling and testing (VCT)
- Services to prevent parent-to-child transmission (PTCT)
- Family tracing
- Water, sanitation and hygiene services to reduce disease spread
- Work-based HIV and AIDS policies

Treatment/support
- Psychosocial support
- Medical services, antiretrovirals and essential drugs
- Social and education facilities, including child-friendly spaces
- Targeted nutritional programmes
- Livelihood opportunities e.g. agricultural inputs, construction skills,
- Community-based care programmes

Additional resources on All In Diary website
HIV and Social Protection Guidance Note, © UNAIDS 2011
Guidelines for addressing HIV interventions in emergency settings, © IASC 2010

Web links for further information
AIDS and HIV in humanitarian situations:
http://www.aidsalliance.org
https://www.unicef.org/aids/index_56119.html
https://www.avert.org/professionals/hiv-programming/emergencies-conflicts-and-hiv-response
Education

Education may be severely affected in a conflict or natural disaster. Getting children and youth back to school is a high priority with affected communities as it restores a degree of normality, provides protection and helps to cope with the shock and distress of disaster.

What is education in emergencies?

There are approximately 50 million out-of-school children and adolescents living in conflict-affected countries. Protracted conflicts can mean families displaced for up to 20 years. This can leave whole generations uneducated, disadvantaged and unable to provide for the future and well-being of their families and society. Education in emergencies gives hope to children and youth to envision and build a secure future:

- Providing safe places, ensuring physical protection against the risks of sexual or economic abuse or recruitment to fighting or criminal groups.
- Enabling psychological recovery for children and youth through offering a sense of normality, stability and hope after the distress and shock of experiencing a conflict or disaster.
- Addressing every individual’s right to an education and to future economic stability through the development of basic life skills.
- Enabling opportunities that are conflict-sensitive and ‘building back better’ education systems to improve the access to and quality of education.
- Facilitating community-wide learning in critical issues such as peace building, conflict resolution, environmental conservation, hygiene promotion, human rights and inclusion of excluded groups.

INEE Minimum Standards for Education

These standards aim to ensure a minimum level of access, quality and accountability in education in emergencies and to ‘mainstream’ education as a priority humanitarian response. The Minimum Standards cover 5 categories:

- **Foundational standards** community participation, utilisation of local resources, responses based on an initial assessment followed by an appropriate response and continued monitoring and evaluation.
- **Access and learning environment** partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid and shelter, to enhance security and physical, cognitive and psychological well-being.
- **Teaching and learning**: promote effective teaching and learning through curriculum, training, instruction and assessment.
- **Teachers and other education personnel** administration and management of human resources in education, including recruitment and selection, conditions of service, and supervision and support.
- **Education policy**: policy formulation and enactment, planning and implementation and coordination.

These Inter-Agency Network for Education in Emergencies (INEE) standards were adopted as ‘companion Sphere standards’. See ‘Sphere Standards’ page.

Additional resources on All In Diary web site:

Minimum Standards for Education Preparedness Response Recovery© INEE 2010
Safe Schools Declaration – a Framework for Action, GCPEA 2017
Implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, GCPEA, 2017

Web links for further information:

Global Coalition to Protect Education from Attack: http://www.protectingeducation.org
UNHCR: http://www.unhcr.org/pages/49c3646cda.html

Refugee education

Refugee children and youth are often excluded from school due to:

- Exclusionary legal or policy frameworks
- Missing identity-related documentation required for school enrolment or examination eligibility
- Language barriers
- Being over-age
- Capacity of schools
- Discrimination and bullying
- Gender attitudes
- Early pregnancy and/or marriage
- Poverty and child labour

UNICEF and Save the Children are co-lead agencies for the Education Cluster.

UNHCR have a mandated responsibility for the education of refugee children and adolescents.
Food security

Food security is the economic and physical access, now and in the future, to sufficient locally appropriate, safe and nutritious food.

Any intervention to meet food security needs should:

• consider how different groups among the affected populations normally obtain and use food, and the coping strategies used during shortages
• consider short-term (acute) and longer-term (chronic) food insecurity issues
• avoid negative effects on local economy, social networks, livelihoods, environment
• Consider the role of markets to ensure access to food.

What affects food security?

<table>
<thead>
<tr>
<th>Availability</th>
<th>Access</th>
<th>Utilisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural disaster - affects production and harvests e.g. drought, pest and disease outbreaks, floods</td>
<td>Physical barriers - e.g. insecurity, poor roads or lack of transport, ill health, disability, older population</td>
<td>Ill health - many diseases, e.g. HIV/AIDS, affect absorption of nutrients so improved dietary requirements are needed</td>
</tr>
<tr>
<td>Conflict - affects food importation, causes population movements, interferes with harvest and planting seasons</td>
<td>Market price - lack of functioning markets, increasing food prices or fall in income from sale of other goods affects ability to buy or exchange goods or services for food</td>
<td>Food storage and preparation - can affect the quality and nutritional value of food</td>
</tr>
<tr>
<td>Agricultural labour - affected by HIV/AIDS, migration, temporary displacement etc.</td>
<td>Land - people have limited or no access to land to grow food</td>
<td>Culture, norms, beliefs - can affect the use and acceptance of some foods and who has access to certain foods</td>
</tr>
<tr>
<td>Agricultural inputs - insufficient or inadequate seed, fertiliser, tools, loss of productive land etc.</td>
<td>Income - unemployment or rising costs affect household income levels</td>
<td>Lack of potable water - resulting in diarrhoea and loss of nutrients</td>
</tr>
</tbody>
</table>

Faced with these challenges, people’s coping strategies include:

• Reduce the amount, diversity and frequency of food eaten
• Gather wild food (fruits, roots etc) and consume seeds and immature produce
• Reduce expenditure on non-essential and non-food items
• Borrow money or sell other productive assets and services, including livestock
• Sell or hire out productive land, tools, or livestock to others
• Send family members out to waged employment, including children

Assessing food security

To understand the severity of the situation, and the reasons, consider:

• what the immediate and underlying causes are and the impact on people
• how widespread and severe food insecurity is and is it temporary or not
• how available are resources e.g. land, labour, knowledge
• who can access these resources and how
• what ‘normal’ food security situation is; how it has changed over time: why.

See also ‘Needs Assessments’ and ‘Nutrition’ pages and Sphere Handbook.

Additional resources on All In Diary web site:
Food Security and nutrition in emergencies © 2016 IFRC/J Hopkins
Key Recommendation for improving nutrition through agriculture and food systems, UN Steering Committee on Nutrition, 2015
Developing Response Analysis Framework, © FAO, 2011

Web links for further information:
http://www.ennonline.net/resources/search?tag=17
http://www.wfp.org/food-security
www.fsnnetwork.org.
Health

Disasters and subsequent displacement can affect the health of affected populations directly through injury and psychological trauma, or indirectly through malnutrition, spread of disease and decreased access to health services.

Health problems common to all disasters include climatic exposure, risk of communicable disease, poor nutrition, mental health and social reactions. Priority should be given to addressing the main causes of excess mortality and morbidity but also rebuilding disaster-resilient health facilities.

Direct disaster impacts on public health

Injury and trauma due to:
- falling, crushing, falling objects, heat/cold exposure, search and rescue
- conflict e.g. gunshots, mine or bomb blasts, amputations
- post-disaster violence/tension e.g. SGBV, aggravated assaults

Mental health - Refer to ‘Mental Health and Psychosocial Support’ page

Indirect disaster impacts on public health

Communicable diseases - Refer to ‘Hygiene Promotion’ page
Diarhoeal diseases, acute respiratory infections, measles and vector-borne diseases contribute to excess mortality and morbidity. Strategies to mitigate the risks include:
- Address environmental health risks e.g. vectors, contaminated water
- Shelter planning e.g. avoiding overcrowding, effective ventilation, drainage
- Enable access to and adequate quantities of safe water
- Provide sanitation services and measures to address unsafe practices
- Support public health information in relation to disease outbreaks, control and treatment
- Develop procedures for detection, monitoring and control of outbreaks
- Immunise against measles and other preventable diseases

Sexual and reproductive health (RH)
Disasters can severely disrupt RH services and contribute to increased sexual and gender-based violence (SGBV). Immediate priorities may include:
- prevention and addressing the consequences of SGBV,
- preventing excess neonatal and maternal morbidity and mortality,
- reducing HIV transmission and planning for more comprehensive RH services e.g. improved access and quality of primary health care. See UNFPA MIS Package, 2015.

Nutrition - Refer to ‘Nutrition’ page

International health care standards & surveillance


Disease Outbreak news: http://www.who.int/csr/don/en/

Weekly Epidemiology report: http://www.who.int/wer/en/

Support existing health systems and coordinate essential health service provision:
- Collect and analyse data on health problems and risks with local health authorities.
- Prioritise health services that address main causes of mortality and morbidity.

Build on and strengthen existing health services and referral systems at the appropriate level(s) e.g. national, district, and community.

Observe national protocols and guidelines e.g. for case management, in addition to international standards.

Coordinate health care provision with health authorities and other agencies e.g. through the Health Cluster.

Use and support existing health information management systems and share information and surveillance data with health cluster, authorities and others.

Additional resources on All In Diary website:
First Aid in Armed Conflicts & other violent situations © ICRC 2010
Emergency Risk Management for Health © WHO 2012
Management of dead bodies after disasters, 2nd ed © PAHO 2016

Web links for further information
http://www.hesperian.org/publications_download.php?hiv
Hygiene promotion (HP)

Relocation or disruption of familiar practices can lead to deterioration in existing hygiene behaviour, contributing to an increased risk of disease transmission and epidemics.

**How disease is spread and transmitted**

Bacteria in faeces can be spread via fluids, fingers, flies, fields or floods to food and other people.

Breaking the chain of infection transmission at home and in the community can make an important contribution to increased well-being and health.

**How to prevent the spread and transmission of disease**

- **Safe disposal of faeces**, including child faeces through appropriate use, cleaning and maintenance of sanitation facilities
- **Hand washing** after defecation and before food preparation can reduce diarrhoeal incidence by 47% and respiratory infections by 24%. Ensure hand-washing facilities, with soap (or an alternative such as ash or sand).
- **Storage** and safe use of drinking water, e.g. covered water containers
- **Control of flies**, mosquitoes and other disease vectors
- **Hygiene items**: Identification, selection and distribution of appropriate hygiene items, e.g. soap, buckets with covers, sanitary items

**Menstrual Hygiene**: Special consideration should be given to menstrual hygiene. Breaking the taboo around menstrual hygiene and providing gender-sensitive facilities (a private and safe space with sufficient clean water and hygienic disposal receptacles that are ecologically sound), assures the well-being and dignity of women and adolescent girls.

**How to plan an effective Hygiene Promotion campaign**

**Coordination**: Collaboration, coordination and sharing information across water, sanitation and hygiene stakeholders (WASH) are vital to ensure an effective approach and provision of essential, appropriate materials and facilities.

Based on a needs assessment, and coordinating with other stakeholders:

1. **set a goal** - e.g. to improve the quality of life or to reduce loss of life
2. **identify hygiene problems** - using data from initial assessment
3. **identify key behaviours linked to the problems** - e.g. hand washing; excreta disposal; attitudes to gender or environment
4. **determine the cause of the problems** - why is this problem arising?
5. **prioritise actions** - balancing improving health with available resources
6. **develop a strategy** - including methods and tools

Adapted from ‘Hygiene Promotion in Emergencies’ - WHO/WEDC Technical Note 10 2013

**Principles of hygiene promotion**

1. **Target a small number of risk reduction practices** - i.e. most likely to reduce the spread of disease
2. **Target specific audiences** - e.g. community groups with largest influence; include children, older people and people with disabilities
3. **Identify the motives for changing behaviour** - e.g. wish to gain respect from others; personal pride
4. **Use positive hygiene messages** - make people laugh, avoid frightening them
5. **Identify the best, cost-effective ways to communicate** - using existing, traditional channels
6. **Facilitators** - train facilitators from the affected community to promote good practices
7. **Use cost-effective mix of communication** - e.g. mass media such as radio or leaflets and interactive methods
8. **Reach out to schools** - to ensure good practices both as school and at home: [http://www.washinschools.info/](http://www.washinschools.info/)
9. **Carefully plan, execute, monitor and evaluate**

**Additional resources on All In Diary website**

Managing HP in WASH programmes, WEDC Guide 13, 2014

Hygiene Promotion in Emergencies, TechBrief 10.1 © WHO 2013

Improving menstrual hygiene management in emergencies © ALNAP/ODI 2016

**Web links for further information**

WASH Cluster [http://washcluster.net](http://washcluster.net)

Livelihoods

Livelihoods comprise the capabilities, assets (natural, material and social) and activities required for survival and future well-being.

During emergencies women and children are particularly vulnerable, often making life-changing decisions (often including child labour, child marriage or transactional sex) to secure income for the family to address their basic needs.

**Impact of disasters on livelihood security**

<table>
<thead>
<tr>
<th>Direct - physical damage</th>
<th>Indirect - loss of potential production</th>
</tr>
</thead>
<tbody>
<tr>
<td>• injuries or loss of human life</td>
<td>• disruption to traditional production systems, shifts in gender roles and loss of indigenous knowledge</td>
</tr>
<tr>
<td>• death or involuntary slaughter of livestock</td>
<td>• loss of access and rights to land</td>
</tr>
<tr>
<td>• contamination of food or water sources</td>
<td>• displacement, migration, urbanisation</td>
</tr>
<tr>
<td>• epidemic or endemic human and livestock disease</td>
<td>• impact on local markets</td>
</tr>
<tr>
<td>• destruction of natural environment and essential assets (homes, businesses)</td>
<td>• destruction of roads, bridges, communications, markets etc.</td>
</tr>
<tr>
<td></td>
<td>• break down in social support structures</td>
</tr>
</tbody>
</table>

**Assessing livelihood security**

Effective assessment of livelihood security requires an understanding of:

- **Activities, assets, needs and capabilities** at the household level that provides an income to adequately address their economic needs.
- **Natural environment** e.g. what land, water, livestock or forest resources are used, what are they used for and what are the terms of ownership.
- **Market systems and supporting services** which complement livelihoods needs e.g. access to farm inputs, financial services, infrastructure and communications.
- **Institutional environment** e.g. formal policies, laws, standards, regulations, as well as informal institutions such as cultural norms, forms of local and state governance.

A detailed and contextual analysis is required to develop a set of responses that links emergency intervention to early recovery and longer-term, sustainable development.

**Areas of analysis**

- **Vulnerability context**: economic, environmental, political, historical, social, cultural – trends, shocks, and seasonality
- **Livelihood assets**: human, social, financial, natural, physical capital
- **Transforming structures and processes**: government, private sector, laws, policies, culture, and institutions
- **Livelihood strategies**: production, financing, processing, exchange, marketing, trade-offs
- **Livelihood outcomes**: reduced vulnerability through improved income, economic resilience, sustainability, well-being, food and economic security, use of natural resource base

**Tools for analysis**

- Review of government documents, baseline data, statistics, research, evaluations
- Wealth ranking, household surveys, interviews, transects walks, proportional piling (i.e. get people to express different importance of issues to their community)
- Venn diagrams, stakeholder mapping and analysis, matrix scoring
- Calendars, focus group discussions, flow diagrams, market analysis
- Surveys, baseline data, ranking, evaluation reports and participatory monitoring

**Interventions to strengthen livelihood security**

- Training and improved technologies for small holder farmers, especially women
- Measures to protect land tenure rights e.g. tree planting
- Strengthen markets, inputs and services (improved seed, fertiliser, transport, road rehabilitation)
- Diversified cropping, minimal labour and fertiliser inputs
- Processing e.g. sun-drying, dairy and honey products
- Alternative energy and rainwater harvesting and storage
- Protecting or restocking livestock
- Cash based assistance
- Community-based disaster risk management
- HIV and AIDS awareness and prevention

Also refer to ‘Sphere Standards’ and ‘Cash Based Assistance’ pages.

**Additional resources on All In Diary web site**

- Livelihoods, conflict and recovery, Secure Livelihoods Research Consortium, 2017
- A conceptual analysis of livelihoods and resilience © ODI 2012
- Gender and Livelihoods in Emergencies, © IASC 2006

**Web links for further information**

- IFRC library: [http://www.livelihoodscentre.org](http://www.livelihoodscentre.org)
- www.ifpri.org
- www.fao.org
- http://www.seepnetwork.org/
Mental health and psychosocial support

No one who experiences a disaster is untouched by it. A key priority is to protect and provide for people’s mental health and psychosocial well-being.

Every individual will experience the same event in a different way and have different resources and capacities to cope. Well integrated and coordinated mental health and psychosocial supports that build on existing capacities and cultural norms reach more people and are more likely to be sustained once humanitarian response ceases.

**Psychosocial effects**

- Initial emotional reactions including despair, hopelessness, loss of control, anger and social withdrawal are normal reactions to highly abnormal events. For most, these reactions will dissipate over time.
- These reactions depend on the nature and scale of the disaster or conflict; the culture, values, individual impacts on those affected; the pre-existing situation; and available resources and capacities to support recovery.
- Those with pre-existing conditions such as psychosis or severe depression are likely to be more severely affected and may require psychiatric care and medication.
- Workers need to be alert to those who are not recovering.

**Core principles for interventions**

1. **Human rights and dignity**: promote and protect individual rights and equity
2. **Participation**: encourage those resilient enough to participate in relief efforts
3. **Do No Harm**: avoid potential risks e.g. encouraging dependency
4. **Build on available resources and capacities**: use local assets and self-help
5. **Integrated support systems**: avoid stand-alone services
6. **Multi-layered supports**: see side-bar

**Actions in immediate disaster aftermath and response phase**

**Social considerations:**

- Provide simple, sensitive, reliable information on the emergency.
- Support family tracing and reunification and resettle family groups together.
- Train staff in dealing sensitively with grief, stress, confusion and suicide prevention, both within the community and within staff.
- Involve communities in the design and re-establishment of religious, social and community facilities and events.
- Allow time for culturally appropriate ceremonies and funerals.
- Organise culturally and contextually appropriate recreation for children.
- Resume educational activities.
- Engage communities in activities - include widows, orphans and familyless people.
- Provide calm, simple public information on normal reactions to stress and trauma.

**Psychosocial provisions:**

- Manage psychiatric conditions within the existing primary health care system and assist with provision of drugs and treatments, appropriate to the local context.
- Support acute mental health conditions through listening and compassion, access to basic services, family and community support, and protection from distress.
- Train volunteer community workers to promote community-based support.

*Adapted from Mental Health in Emergencies © 2003 WHO, Dept Mental Health and Substance Dependence*

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**Additional resources on All In Diary website**

- mhGAP Humanitarian Intervention Guide © WHO & UNHCR 2015
- Assessing mental health and psychosocial needs and resources toolkit, © 2012, WHO and UNHCR
- Building Back Better: Sustainable mental health care after emergencies © 2013 WHO

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**Web links for further information**

- IFRC Community-based Psychosocial Support Training - http://psccentre.org/topics/training-kit-publications/
- Support network and resource: http://mhps.net/

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**Intervention pyramid**

People are affected in different ways and need different kinds of support. All layers of the pyramid are important and should be implemented concurrently.

**Basic services and security** – advocate for basic services that are safe, socially appropriate and protect dignity.

**Community and family supports** – activate social networks, communal traditional supports and child-friendly spaces.

**Focused, non specialised support** – basic mental health care by primary health care doctors; basic emotional and practical support by community workers.

**Specialised services** – mental health care by mental health specialists.

*Adapted from Mental Health and Psychosocial Support in Humanitarian Emergencies © 2010 IASC*
Nutrition

Severe or chronic shortages of food combined with disease epidemics lead to malnutrition and ‘nutrition emergencies’. Access to sufficient food of adequate nutritional value is critical to survival, particularly for the most vulnerable.

**Malnutrition concerns**

**Acute Malnutrition** is measured by weight-for-height indicator, calculated by:
- MUAC: mid-upper arm circumference
- Z-scores: statistical analysis of screening to identify low weight-for-height

Acute Malnutrition is divided into Severe acute malnutrition (SAM) and Moderate acute malnutrition (MAM).

**SAM** is most dangerous - if left untreated can result in death. Manifests in two ways:
- Severe wasting: massive loss of body fat and muscle; extremely thin and skeletal.
- Oedema: on lower limbs; child appears puffy, irritable, weak and lethargic.

**MAM** - children with MAM need to be enrolled in a program to treat their malnutrition and to prevent them from deteriorating into SAM.

**Stunting** - chronic or long-term malnutrition causes irreversible stunted growth. Severe stunting is a life threatening condition.

**Micronutrient deficiencies** contribute to malnutrition, especially iron, vitamin A and iodine deficiencies (common in disadvantaged populations). Vitamin C, thiamine and niacin deficiencies may occur in emergency-affected populations.

**Vulnerability**

**Geographical** location e.g. in drought or flood-prone or conflict affected areas

**Political** status e.g. marginalised persons

**Displaced and refugee populations** with limited resources

**Physiological** nutritional needs particularly: low birthweight babies, 0-59-month-old children, pregnant and lactating women, older people, people with disabilities, people with chronic illness, and people living with HIV and AIDS

**Care practices** including feeding of infants and children can contribute to malnutrition

**Nutritional status of the mother** can influence children’s malnutrition.

**Nutrition and food assistance**

Trends show a shift from food aid to food assistance:
- from in-kind food aid to local or regional procurement
- increased use of cash transfers
- increased focus on food and nutrition security to address underlying causes of malnutrition

The global food, finance and fuel crises and climate change, as well as increasingly protracted conflict-driven emergencies, are also driving this change in focus.

(See also *Cash Transfer Programming* and *Food Security* pages).

**Training materials**

Harmonised training package: [http://nutritioncluster.net/training-topics/harmonized-training-package/](http://nutritioncluster.net/training-topics/harmonized-training-package/)


**Additional resources on All In Diary web site**

Nutrition Program Design Assistant © CORE Group, FANTA, Save, 2015
Scaling up the Management of Acute Malnutrition, © ODI 2013
WASH’Nutrition: practical guidebook, © ACF 2017

**Web links for further information**

[http://nutritioncluster.net/topics/1-key-resources/](http://nutritioncluster.net/topics/1-key-resources/)
[http://scalingupnutrition.org/](http://scalingupnutrition.org/)
Sanitation

Sanitation is the safe disposal of excreta, refuse and waste water. Damage to existing sanitation systems or large-scale population displacement following a disaster present major health risks, and create the need for emergency sanitation.

Excreta disposal

Defecation should be avoided in areas likely to contaminate the food chain or water supplies (e.g. groundwater sources; river banks upstream from wells; agricultural land). Children’s faeces are commonly more dangerous than those of adults. Consider specific needs of menstruating women, children, disabled, ill and elderly.

Key considerations for planning appropriate excreta disposal methods

<table>
<thead>
<tr>
<th>Location/physical environment</th>
<th>Rural or urban location and numbers of people affected. Local topography, groundwater level and soil type.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental and climatic conditions</td>
<td>Climate and seasonal rainfall patterns. Land use and agricultural practices.</td>
</tr>
<tr>
<td>Social and cultural practices</td>
<td>e.g. for anal cleansing, handwashing, menstruation, disposal of children's and women's faeces, clothes washing</td>
</tr>
<tr>
<td>Technological issues</td>
<td>Availability of existing facilities, space, water, cleansing and construction materials. Suitability of shared facilities, visibility and protection issues, community-led options.</td>
</tr>
</tbody>
</table>

Possible alternatives for safe excreta disposal (from Sphere Handbook 2011)

- **Demarcated defecation area**: Used in immediate relief phase when a huge number of people need immediate facilities while procure alternatives.
- **Biodegradable plastic bags (PeePoo)**: Used in immediate relief phase with large numbers of people, particularly in densely populated urban areas.
- **Trench latrines**: Used in the initial response – up to two months
- **Simple pit latrines**: Planned from the start through to long-term use
- **Ventilated Improved Pit (VIP)**: Context-based for middle to long-term response (incorporates a chimney to reduce flies and smell)
- **Ecological sanitation (Ecosan) with urine diversion**: Context-based in response to high water table and flood situations. Planned from the start for middle to long-term use (contains and sanitises the waste for fertiliser)
- **Septic tanks**: Used in urban disasters from response and into recovery.

Solid waste management, drainage and vector control

Safe collection and disposal of solid, organic, hazardous waste (household, health market and industrial) reduces breeding of vectors and pollution of water sources. Special handling, storage, treatment and disposal of health care waste (sharps, blood, body parts, infectious waste, chemicals, pharmaceuticals etc.) is required, as is the management and burial of dead bodies.

Drainage must be well planned and maintained to control the flow and collection of surface water which can accumulate from households, water points, leaking toilets and sewers, rain or floods. It poses health risks from vectors, contamination of water sources, damage to latrines, dwellings, agriculture, the environment and drowning.

Vector-borne diseases are spread by vectors such as mosquitoes, other biting insects, rats and mice. Control through careful site selection (e.g. avoiding surface water where insects breed), and effective excreta, drainage and waste management.

Additional resources on All In Diary website

- [Management of Dead Bodies after Disasters © PAHO 2016](#)
- [Solid Waste Management in Emergencies © WHO 2013](#)
- [Planning for excreta disposal in emergencies © WHO 2013](#)

Web links for further information

[http://www.emergencysanitationproject.org](http://www.emergencysanitationproject.org)
[http://wecdnboro.ac.uk/knowledge/notes_emergencies.html](http://wecdnboro.ac.uk/knowledge/notes_emergencies.html)
[Water and Sanitation for the Urban Poor: https://www.wsup.com](http://wecdnboro.ac.uk/knowledge/notes_emergencies.html)

Designing facilities with physically vulnerable people

The most important principle is to design facilities WITH disabled people and their carer, to improve access through:

- **Providing equipment and assistive devices according to needs**
  - e.g. a moveable seat, or a commode chair.

- **Adapting and modifying existing facilities**
  - e.g. adding a ramp, or a handrail, or installing a seat.

Designing and constructing facilities that are accessible for all

- e.g. additional space or easy access path to ensure a wide range of users, irrespective of age or ability.

Use a combination of all three approaches as needed.
Settlements

A coordinated approach to shelter, settlement and reconstruction for both displaced and non-displaced people is critical to facilitate the provision of safe, secure and appropriate living conditions and to enable the resumption of livelihoods and day-to-day living.

<table>
<thead>
<tr>
<th>Options</th>
<th>Benefits</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporary individual settlement and response options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair or rebuild own property</td>
<td>retains established settlements and livelihoods</td>
<td>safety, lack of capacity</td>
</tr>
<tr>
<td></td>
<td>uses existing infrastructure</td>
<td></td>
</tr>
<tr>
<td>Host families</td>
<td>often an initial preference</td>
<td>capacity to absorb pressure on resources</td>
</tr>
<tr>
<td></td>
<td>shared culture, support etc.</td>
<td>difficult to identify to support</td>
</tr>
<tr>
<td>Rental</td>
<td>can be subsidised</td>
<td>available properties or money</td>
</tr>
<tr>
<td>Urban or rural self-settlement</td>
<td>uses unclaimed properties or land informally (squatting)</td>
<td>no legal status, difficult to provide support</td>
</tr>
<tr>
<td>Temporary communal settlement and response options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collective centres (e.g. temples, schools)</td>
<td>rapid protection</td>
<td>not suitable for purpose, restricts schooling / worship, short-term solution</td>
</tr>
<tr>
<td></td>
<td>can be pre-planned response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>centralised support</td>
<td></td>
</tr>
<tr>
<td>Self-settled camps</td>
<td>keep communities together and be closer to livelihoods</td>
<td>vulnerabilities of site, poor services / resources / infrastructure (schools etc.)</td>
</tr>
<tr>
<td>Planned and managed camps</td>
<td>can coordinate services and offer protection</td>
<td>access to appropriate land and natural resources, livelihoods, expensive, unsustainable</td>
</tr>
<tr>
<td></td>
<td>often last resort for refugees and IDPs</td>
<td></td>
</tr>
</tbody>
</table>

Guiding principles for shelter, settlement and reconstruction after disaster

1. A good reconstruction policy helps reactivate communities and empowers people to rebuild their housing, lives and livelihoods.
2. Engage and support communities – in all stages.
3. Reconstruction begins the day after the disaster – don’t delay.
4. The community should be partners in developing the strategy and leaders of local implementation – for the most effective, cost-efficient response.
5. Strategies should be realistic in scale and invest in disaster risk reduction.
6. Coordinating mechanisms must support national institutions to optimise response – to ensure agreed single strategy, standards and implementation.
7. Responses should contribute to sustainable development and to preparedness for future disasters – consider cultural priorities.
8. Relocating communities disrupts lives, is costly and rarely successful, so it should be minimised and considered as the last option.
9. Response involves groups with different roles, capacities and priorities – affected population, government, humanitarian workers, private sector, civil society.
10. Assessment and monitoring must be continuous, coordinated, integrated and disseminated.

Longer term issues for emergency settlements

After a few weeks, to ensure the health and well-being of the population you need to consider e.g. more sustainable and durable WASH facilities; regular monitoring and repair; recreational and educational facilities; protection issues; livelihood options.

What support should be provided?

The type of support depends on the appropriate and safe options chosen by the affected population.

- Advocacy, legal and administrative to support e.g. disputes over land rights
- Local information centres and mobile training teams for rights, advice, consultation
- Market intervention: to ensure construction industry can support reconstruction
- Environmental and resource management need to assess, plan and monitor
- Return and transit support items: for those who wish to return or relocate
- Infrastructure: to provide access to basic services (i.e. schools, health centres, markets etc.)
- Settlement planning support: to ensure an ordered distribution of the space (streets, public areas, location of public services, disaster risk reduction, transport etc.)
- Distribution of shelter materials

Adapted from ‘Shelter After Disasters’ © UN, DFID, Shelter Centre 2010

Additional resources on All In Diary web site:
Urban displacement & outside of camp ©Global CCCM Cluster 2014
Camp Design Planning & Construction Manual © UNOPS 2017

Web links for further information:
https://www.humanitarianlibrary.org
Toolkit: http://www.nrc.no/?aid=8177505#.VpOISS6HBs

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www.allindia.org/ phap.org

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Shelter

Shelter is not just a structure – it is a habitable covered living space – a home that protects, preserves and supports recovery. Differing needs of affected households for safety, privacy, health and maintaining their livelihoods should be addressed in ways which are appropriate to the context and available resources.

Shelter design

Provide safe, healthy and appropriate living space that addresses:
- Protection against cold, heat, wind, rain
- Storage and protection of belongings
- Establishing territorial claims (ownership and occupancy rights)
- Salvage, reconstruction and social reorganisation
- Emotional security and need for privacy
- An address for the receipt of services (medical aid, food distribution etc.)
- Commuting distance to employment or support livelihoods (micro-enterprises, livestock, gardens)

Policies to avoid:
- Duplication of survivors’ efforts
- Bulldozing rubble, burning timber which could be recycled
- Importing labour for reconstruction
- Importing building materials
- Compulsory evacuation, especially of women and children
- Relocation of survivors on land remote from work, markets, schools etc.
- Creating large emergency campsites with social and environmental risks
- Building imported or prefabricated temporary shelters unnecessarily

Supporting post-emergency shelter

The role of NGOs is to support the initial response and self-reliance of the survivors themselves and local organisations using salvaged materials and tools. Ensure
- Collaboration and consultation with affected households and local authorities
- Accurate assessment and analysis of vulnerabilities, needs, damage, capacities
- Guidance from shelter experts, local builders, architects or engineers.
- Immediate, transitional and permanent sheltering are linked

Immediate shelter: Making materials available (plastic sheeting, tarpaulins, fixings and tools) supports self-help. Cash grants or vouchers can enable purchase of materials and payment for labour, though ensure availability of resources in local markets and settlement planning and building design to ensure quality and safety.

Transitional shelter: When permanent reconstruction is taking time and emergency sheltering is deteriorating, it may be necessary to provide materials and/or tool kits to repair damaged houses or build transitional shelters. These choices can facilitate longer term reconstruction, e.g. ease of maintenance, re-use and dismantling of transitional shelter enabling households to improve their homes over time as resources and opportunities permit.

Non-Food Items (NFIs)

In situations of displacement, there is always loss of personal property, and people will need basic life-saving non-food items for their survival.
- NFIs cover a vast range of items from clothes, blankets, pots, pans, soap, washing powder, sanitary supplies to bags of cement, tents, plastic sheeting
- Clothes and blankets might be more important than tents (see sidebar)
- NFIs vary according to culture and context, and consultation is key to ensure they are appropriate to meet household needs and preferences
- Coordination across sectors is key to avoid gaps, duplication and for consistency as NFIs are distributed by agencies providing WASH as well as shelter
- Needs will change over time and items may need to be replaced regularly

Most common mistakes in shelter programming

Identified by the CARE International Shelter Team Planning
- Underestimating staffing needs
- Committing to build too many shelters
- Failing to react to the transition from the emergency to recovery phase

Targeting
- On the basis of building damage rather than socio-economic vulnerability, i.e. ability of people and communities to recover

Coordination
- Considering shelter in isolation from other sectors

Priorities of NFIs in cold climates

Selecting NFIs for Shelter; IASC, 2008

Additional resources on All In Diary web site:
Shelter after disaster, 2nd edition © IFRC and OCHA, 2015
Sustainable Reconstruction in Urban Areas, © Skat, and IFRC 2012
Selecting NFIs for Shelter, IASC Emergency Shelter Cluster 2008

Web links for further information
Shelter Cluster – https://www.sheltercluster.org/resources
https://www.humanitarianlibrary.org
**Water supply**

**Water is essential for life, health and dignity.**

Demands for and availability of water in emergencies will vary depending on:
- **nature and scale of the emergency**: flooding or drought limiting supplies
- **affected locations**: climate, seasons, water sources, security, geology, urban/rural
- **affected populations**: density, pre-existing health and hygiene practices, culture

In severe emergencies there may insufficient water to meet basic needs. Priority must be given to addressing survival needs (drinking and cooking) for all, followed by a staged approach to meeting basic needs as the situation improves.

**Providing sufficient water in emergencies**

Selection of appropriate **water sources** will be affected by:
- type, availability, yield, quality of sources: boreholes, wells, rivers, rainfall collection
- rehabilitation needed: urban pumped/piped supplies, cleaning wells after flooding
- quantities needed for different groups for survival, basic hygiene, livestock
- proximity to the affected population and potential risks in water collection
- social, political or legal considerations such ownership or usage rights, and costs

Ground water sources such as springs are preferable as they require minimal treatment. Water quantity and quality are important but in emergencies, priority is given to providing sufficient quantity for survival, even if of intermediate quality. Environmental impact, sustainability and seasonal variations should be considered.

**Water quantities to meet basic survival needs** *(Sphere Handbook)*

<table>
<thead>
<tr>
<th>Survival needs (drinking and food preparation)</th>
<th>2.5-3 litres/day</th>
<th>Depends on climate, individual size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic hygiene practices</td>
<td>2-6 litres/day</td>
<td>Depends on social and cultural norms</td>
</tr>
<tr>
<td>Basic cooking needs</td>
<td>3-6 litres/day</td>
<td>Depends on food type, norms</td>
</tr>
</tbody>
</table>

**Quality and treatment of water in emergencies**

- Assess contamination risks and identify sanitary practices and effective treatment measures with water and sanitation teams and affected populations.
- Understand local norms in sourcing water. Unprotected sources such as rivers, lakes or unprotected wells may be preferred due to taste, convenience or physical safety e.g. collecting water from the same location as washing clothes.
- Safe water can be contaminated during collection, transport or storage. Provide suitable containers and treat at source.
- Treat all drinking water supplies where there is threat of diarrhoea epidemic.
- Facilitate household-level treatment when treatment at source or centrally is not possible. Details on options and methods in Resources below.
- Facilitate effective promotion, community sensitisation, training and on-going monitoring as an integral part of effective treatment and hygiene promotion.
- Adapt water containers and collection points e.g. taps or hand pumps for use by the elderly, children, the disabled, ill and those affected by HIV and AIDS.
- Engage the affected population, particularly women in siting water points and design of facilities for bathing, laundry, washing and drying underwear.

**Image credit:** Adam Bacher for Mercy Corps, Haiti

**Key questions**

**Assessment**
- Public health risks and local sanitation practices?
- How much water for different uses by different groups?
- Local skills available?

**Location and protection of water sources**
- Nearest/most convenient water sources?
- How to protect these?

**Water treatment**
- Contamination risks?
- Water treatment needed?
- If so, appropriate methods and likely consequences?

**Water distribution**
- How can sufficient safe water be distributed most effectively?
- Easy and safe access by all?

**Transport and storage**
- How to store and transport for drinking and domestic use?

**Image source:** WASH Visual Aids Library, http://ceecis.org/washtraining/index.html

**Additional resources on All In Diary website**
- Water supply in emergencies, © Practical Action, 2012
- Emergency treatment of drinking water at point of use © WHO 2013
- How much water is needed in emergencies © WHO 2013

**Web links for further information**
- WEDC - WHO technical notes for emergencies; http://wedc.lboro.ac.uk/knowledge/notes_emergencies.html
- Water aid: http://www.wateraid.org/uk/
Cash Based Assistance (CBA)

Cash based assistance has emerged as an effective evidence-based means of meeting needs in humanitarian response.

**Forms of cash based assistance**

- **Vouchers** - paper, electronic, or some other form which can be exchanged for services or goods of a predetermined value with preselected vendors.
- **Cash** - money which can be given physically, through mobile phones or bank transfers. Transfers can be:
  - **Direct** - payment made in cash or vouchers. This may be paid to cover monthly household needs, including food, medical, school, rent, etc. through multi-purpose cash assistance (MPCA). It could also be through paid work, e.g. community programmes.
  - **Indirect** - grants or technical support to local businesses to regenerate income and market activity including restocking. ‘market-system support’, rehabilitation of infrastructure.
  - **Conditional** - cash must be used for a specific purpose or beneficiaries must adhere to a specific condition, e.g. enrolling children in school.
  - **Unconditional** - no restrictions imposed or limits on what the cash can be used for. Increasingly this is the most common form of cash transfers.

**Advantages of CBA**

- Provides households with flexibility in meeting their priority needs.
- Assists in stimulating local markets and livelihood opportunities.
- Helps empower women through more control over resources.
- Promotes household and economic resilience.
- Deliveries are less visible, more dignified, using fewer intermediaries.
- Reduces costs of procurement, transport, storage.

**Disadvantages of CBA**

- If markets not monitored can contribute to inflation/shortages.
- Whilst transfers increase access to education, health etc., there is virtually no influence of the quality of services provided.
- Interventions are often short term and don’t link to the emergency recovery continuum.
- Limits the administrative capacity of implementing organisations.
- Transfers can lead to insecurity and encourage local corruption.

**Market analysis is critical to effective cash based assistance**

**Minimum Standard for Market Analysis**: Market analysis is a key component of response that informs the design and implementation of appropriate interventions using and supporting local markets. **Consider:**

- How can local markets supply the goods and volume needed?
- How will the market sustain supplies?
- How are price fluctuations likely to affect supply and demand and purchasing power?
- Can cash or vouchers be transferred and spent safely?
- Do local institutions have the knowledge and capacity to handle transfers?

*See 2018 Sphere Handbook Annex 1: Delivering through markets*

**Additional resources on All In Diary web site**

- Minimum standards for Market Analysis © C.I.P. 2013
- Cash Transfer Implementation Guide © Mercy Corps 2017
- Cash Feasibility and Response Analysis Toolkit © UNHCR 2017
- Doing cash differently © ODI 2015

**Web links for further information**

- Cash Learning Partnership: http://www.cashlearning.org/
- Cash Based Assistance Programme Quality toolbox
- Operational Guidance and Toolkit for Multipurpose Cash Grants
- State of the World’s Cash report

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www.allindairy.org/phap.org
Targeting and distribution of relief

An impartial, non-discriminatory, and transparent mechanism should be used to target and distribute relief items, including cash to those who are at most risk and in greatest need.

In urban environments, effective targeting, selection and prioritisation of relief is critical due to the overwhelming numbers of people in need, the challenges in identifying and verifying beneficiaries and the limited availability of resources.

Process for targeting and distributing relief items

- Review and adjust targeting
- Consult stakeholders
- Track and verify distributions
- Distribute relief items
- Verify and adjust beneficiary lists
- Select targeting method (based on geography and/or vulnerability)
- Define eligibility criteria
- Identify and list eligible beneficiaries

Based on the Operational Guidance and Toolkit for Multipurpose Cash Grants

**Targeting** – identifying who should receive assistance based on certain criteria

**Verification** – basis of checking whether those selected met the criteria

Methods for identifying eligible beneficiaries

**Administrative**
Beneficiaries are selected by outsiders using predefined criteria

**Geographic**
Beneficiaries are identified based on geographic areas with high levels of poverty and/or vulnerability

**Self**
Beneficiaries choose whether, or not to participate, depending on costs and benefits

**Community based**
The community and/or its leaders identify the most vulnerable; (self-targeting), details are then verified by the agency

**Market based**
Eligibility is based on the ability to supply goods in exchange for food, to increase supplies and/or stabilize prices for others

Planning and monitoring distributions

- Involve affected groups, local authorities and other agencies in coordinating distributions. In conflict situations this may include parties to the conflict.
- Inform all those affected, including the host population of distribution arrangements including any assessment and registration processes.
- Identify suitable locations to facilitate safe access and return of recipients.
- Consider constraints such as distance, terrain and the practicalities and cost of transporting larger items such as shelter kits or materials.
- Verify beneficiary identities and the correct distribution of relief items to minimise inclusion errors (where non-targeted persons are included) and exclusion errors (where the most vulnerable are excluded).
- Enable community feedback and complaints e.g. through complaints boxes, phone helplines, WhatsApp or Facebook platforms.
- Monitor the satisfaction, quality and use of relief items to verify suitability.

Additional resources on All In Diary website
Food Security & Vulnerability Assessment ©WFP, 2009
Targeting Food Aid in Emergencies © ENN, 2004
PDM Guidelines, © UNHCR Somalia, 2011

Web links for further information
Vulnerability Analysis and Mapping Tool: http://vam.wfp.org/

6th edition © 2018 All In Diary/PHAP
www.allindiarilly.org/phap.org
Organising logistics

Effective logistical support supplies goods and services of the right type and quantity, at the right place and time.

Supply chain
A supply chain is the flow of relief goods:
- from port of entry to primary warehouse (at seaport or international airport); then
- transported long distances (over 1000km) by rail or large trucks (20-30T) to a forward warehouse closer to beneficiaries (100 – 300km); then
- taken by smaller trucks (5-6T) to terminal storage in camps or communities for distribution by hand. See the ‘Managing transport’ page for additional guidelines.

Procurement – key considerations
Transparent - fair and accurately documented procurement.
Accountable - to donors and beneficiaries for use of funding.
Efficient - meeting the right price, time, quantity, quality, place, source.
Sustainable - positive impacts on local livelihoods and markets and do no harm.
Appropriate and acceptable - to local norms, practices and context.
Green - minimise negative environmental impact and enable recycling.

Storage and stock control – key considerations
The type of goods, method of shipment (air, road, sea, river), route for transportation, and method of distribution (from camps or to household groups) will determine the location and type of storage needed.
- Distribution networks (transport and storage) for food and other lucrative commodities may be subject to interference, diversions and delays.
- Explore the possibility of options for shared transport with other agencies, coordinated through the logistics sector or cluster.
- Make allowance for safe storage of goods at ports, while being cleared and provide for fuel storage as supplies may be seriously disrupted.
- Storage / warehouse facilities should provide adequate security and protection from the weather and vermin, have a dry, flat storage area and good access.
- Allow for pre-positioning and ‘buffer stock’ dependent on access or infrastructure constraints, location, transport options and seasonal demands.
- Minimise handling of goods to save time, cost, risk of delays, damage or pilferage.

Information systems – relevance and use
Planning logistics (e.g. forecasting demand, assessing storage needs)
Implementing and triggering other activities (e.g. processing orders)
Monitoring and controlling performance (e.g. against specifications, standards)
Coordinating and linking supply chain across sectors and programmes

Guidelines for sending shipments
- Use standard labelling for relief goods:
  RED - Food
  BLUE - Clothing & household equipment
  GREEN - Medical supplies & equipment
- Clearly mark final destination in appropriate language.
- Clearly mark fragile goods, temperature, storage and handling requirements.
- Extra precautions will be needed in shipping refrigerated and medical items.
- Dangerous goods must be packaged in accordance with the UN Model Regulations depending on type of transport, substance and danger presented.
- Ship goods in packages that can be made into smaller items for handling by one person e.g. 25kg.
- Use clearing agent or arrange clearance with airports, finance, customs authorities.
- Check eligibility for duty free status.
- Budget for shipping, clearance, storage and transfer costs.

Space required for one metric tonne of:
- Grain 2 m³
- Medicines 3 m³
- Loose blankets 9 m³
- 25 family tents 4-5 m³
Managing transport

Transportation is critical to the effective provision of humanitarian assistance. It also represents one of the largest costs to humanitarian agencies, and greatest safety risks to humanitarian personnel.

Transport or vehicle management concerns vehicle financing, maintenance, driver and fuel management and health and safety. It improves efficiency and reduces the costs and risks to humanitarian agencies associated with operating vehicles.

Transport requirements need careful planning and can change significantly over the course of emergency response and from one affected location to another.

**Basic vehicle safety management model**

- Identify a senior staff member with specific responsibility for managing transport including safety and drivers.
- Define transport needs (road, air, rail, sea, river) and appropriate vehicle requirements (aircraft, boats, lorries, cars, motor and quadbikes, bicycles).
- Develop a ‘Transport safety and driving’ policy based on identified requirements and ensure regular briefing of staff and visitors.
- Undertake risk assessments as routine for driver safety, vehicle safety and journey management. Act on findings.
- Ensure all vehicle incidents are recorded and resultant policy changes monitored to prevent recurrence.
- Monitor legal compliance e.g. certificates, licenses, insurance.

**Management policy**

- Provide a Driver’s Handbook setting out agency policies, procedures, road safety guidance and driver responsibilities (e.g. security incidents).
- Adopt rigorous driver selection and induction e.g. testing, vetting references/licences, medical checks, driver training.
- Allocate responsibility for driver monitoring and supervision.
- Ensure any staff not employed as drivers but driving on behalf of the organisation are also vetted, inducted and regularly assessed.

**Driver safety**

- Make adequate provision for vehicle safety, security and operating requirements (fuel, spare parts, drivers, workshops, storage).
- Make appropriate acquisition arrangements e.g. purchase, leasing, rental or short term use, and ensure vehicles are ‘fit for purpose’ and have all necessary safety and security features.
- Ensure all vehicles (own, lease, hire) are regularly inspected and maintained to organization and manufacturer’s requirements.

**Vehicle safety**

- Keep road journeys to a minimum and encourage alternative means of communication and transport where practical.
- Plan travel based on updated security information on all routes.
- Schedule journey times based on the safest available routes, regular breaks and unexpected delays e.g. weather, road conditions, bureaucracy and interference, road blocks, diversions.
- Adhere to security guidelines e.g. risk assessments, clear route plans, phone/radio checks, satellite or GPS tracking (if possible).
- Avoid hazards (flooding, landslides, mines) and areas of conflict.

Adapted from the Fleet Forum Fleet Safety Guide © 2008

**Additional resources on All In Diary web site:**
- Transport Management System Manual ©Transaid 2010

**Web links for further information**
- Training & tools: http://www.fleetforum.org/
- http://dlca.logcluster.org/display/LGG/Fleet+Management
- http://www.transaid.org/home/knowledge-centre/tools/

**Cross cutting issues**

**CONFLICT SENSITIVITY**
- Refuse to carry arms in all agency vehicles
- Only use military transport as a last resort (see Civil Military Liaison page)
- Check and avoid transport providers (road, air, sea) who may be involved in shipping arms or commodities that fuel conflict

**ENVIRONMENT**
- Source cleaner vehicles and fuels
- Assess environmental impact of transport options in programme design
- Minimise environmental impact of fuel and vehicle storage and disposal
- Encourage alternative transport e.g. bicycles, bicycle ambulances, donkeys, horses

**HIV and AIDS**
- Facilitate safer behaviour among drivers e.g. access to condoms, guest houses multiple drivers
Managing security risk

Safety and security remains a major concern for humanitarian agencies with increasing levels of violence affecting aid workers.

Security Risk Management Framework

The risks of many security threats and hazards can be reduced or avoided through analysis of the context, understanding organisational vulnerability (risk assessment) and having appropriate strategies and clear plans/procedures to mitigate the risks.

1. Situation analysis and risk assessment

As a team, analyse the operating context, key actors and the impact your work could have on the context. Identify potential threats and assess risks to safety and security.

<table>
<thead>
<tr>
<th>Threat / Hazard</th>
<th>Probability</th>
<th>Impact</th>
<th>Risk rating</th>
<th>Mitigation measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. armed robbery</td>
<td>2</td>
<td>3 (on organisation)</td>
<td>2 x 3 = 6</td>
<td>e.g. fencing, alarms; staff training, backups</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5 (on individuals)</td>
<td>2 x 5 = 10</td>
<td></td>
</tr>
</tbody>
</table>

How acceptable are those risks? For hazards or threats with a high risk rating, identify mitigation measures that need to be taken, then re-assess the likelihood and impact to determine a residual risk level. Continuously monitor and re-assess risks.

2. Security strategies – acceptance, protection, deterrence

Agencies employ a mixture of the following three strategies in order to manage, mitigate and reduce risks to safety and security. Where risks to staff are considered too high, consider options for remote management or working with local partners.

- **Acceptance**
  Build a safe operating environment through consent, approval and cooperation from individuals, communities and local authorities

- **Protection**
  Reduce risk, but not the threat by reducing the vulnerability of the organisation (e.g. fences, guards, wall)

- **Deterrence**
  Reduce risk by containing the threat with a counter threat (e.g. armed protection, diplomatic/political leverage, temporary suspension)

It is important to understand that acceptance as a security strategy must be worked at and cannot be assumed just because of the work we do.

3. Security planning and procedures

Based on the strategy, write, share and practice agreed plans and procedures.

<table>
<thead>
<tr>
<th>Standard Operating Procedures</th>
<th>Contingency plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed precautions and procedures to mitigate likelihood of threats and hazards identified, including who should do what, how and when. e.g. security of communication and information, office/compound, travel</td>
<td>Guidelines on managing security situations, including staff and resources required. Regularly review and test plans, and fully orientate all staff. e.g. death, injury, serious illness, kidnapping hibernation, relocation etc.</td>
</tr>
</tbody>
</table>

4. Post-incident management and support

Ensure timely reporting and analysis, and support staff including psychosocial needs. Also report on near misses and include these in your analysis.

Additional resources on All in Diary web site
- Security to go: risk management toolkit © EISF 2017
- Humanitarian Security Management, HEX No 47 © ODI 2010
- Safety & Security Handbook © Care International 2004

Web links for further information
- INSO: http://www.ngosafety.org/
- INSSA: http://ingossa.org/

7.5 OPERATIONAL GUIDANCE

Adapted from RedR-IHE Engineering In Emergencies
Mine risk education

More than 80 countries are affected by the remnants of armed conflict and more than 40% of those killed or injured by landmines and exploded remnants of war (ERWs) are children.

<table>
<thead>
<tr>
<th>Threats</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detonation and explosion</td>
<td>Death or injury to people or livestock reduces communities’ capacity to carry out everyday activities</td>
</tr>
<tr>
<td>Destruction of land / natural resources</td>
<td>Food insecurity as pastures and arable land unusable. Lack of access to water sources and destruction of woodland. Roads and bridges made unusable, affecting access to markets</td>
</tr>
<tr>
<td>Restricted movement</td>
<td>Social isolation as individuals and communities become socially and economically isolated</td>
</tr>
<tr>
<td>Trauma</td>
<td>Populations living in fear even long after a conflict has ended</td>
</tr>
<tr>
<td>Displacement</td>
<td>Refugees and IDPs prevented from returning home</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation and post-conflict reconstruction hampered</td>
</tr>
</tbody>
</table>

Mine action

Mine action refers to activities which reduce the social, economic and environmental impact of landmines and explosive remnants of war (ERW). As well as clearing affected land it is also about supporting people affected by landmine and ERW contamination.

International mine action standards (IMAS) provide guidance on safety, efficiency and effectiveness in mine action and promote a common and consistent approach to mine action operations. IMAS comprises five groups of activities:

- mine risk education (MRE)
- humanitarian demining, i.e. mine and ERW survey, mapping, marking unsafe areas, documenting cleared areas and, when necessary, clearance
- victim assistance, including rehabilitation and reintegration
- stockpile destruction
- advocacy against the use of anti-personnel mines (APM)

Community liaison and mine risk education (MRE)

Simply warning people about the dangers and fencing off affected land is not enough. People need to be encouraged to behave in ways that reduce risks.

MRE aims to reduce the risk of injury from mines and unexploded ordnance by raising awareness and promoting behavioural change through public information campaigns, education and training and liaison with communities.

Community engagement may begin well in advance of demining activities with a view to building capacity to assess risks, manage information and develop risk-reduction strategies. Effective systems are needed for exchanging information between national authorities, mine action organisations and communities in order to:

- enable communities to inform local authorities and mine action organisations about the location, extent and impact of contaminated areas
- enable mine action projects to address community needs and priorities
- inform communities of planned demining and related activities, such as technical surveys, marking and clearance operations, the exact locations of marked or cleared areas and risk reduction and survivor-assistance services

Additional resources on All In Diary website
- Assistance to Victims of Landmines and ERW © UNICEF, 2014
- Mine/ERW Risk Education © UNMAS 2010
- Community Mine Action Liaison, © IMAS 2005
- Landmines and ERW Safety Handbook, © United Nations 2005

Web links for further information
- http://www.mineaction.org/issues/education
- http://www.maginternational.org/what-wedo/community-liaison/
Remote programming

Because of security risks or denial of access, humanitarian organisations are often unable to directly reach the people who need help. Yet the humanitarian imperative demands that we make every effort to reach those who are most isolated and vulnerable.

Remote programming can involve withdrawing international personnel from the field, delegating greater programme responsibility to local staff or local partner organisations, or overseeing activities from a different location.

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Best practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage programming and employees, from a distance but visit the project site on a regular basis</td>
<td>- leadership continuity - accountability, transparency, neutrality, impartiality and solidarity with local population - possible ‘protection by presence’ - staff understand context</td>
<td>- limits transfer of responsibilities to national and local staff - international visits attract attention - programmes at risk if international staff unable to visit due to insecurity etc. - communication difficulties</td>
<td>- identify specific threats and put appropriate security measures in place for all staff - consider best communication options when requesting other partners in area and elevate final decision making if needed - maintain regular contact - ensure robust internal controls</td>
</tr>
<tr>
<td>Delegate authority to national and/or local staff who assume decision-making authority</td>
<td>- increases local ownership - emphasises capacity-building - enables sustainability - allows M&amp;E by international agency staff</td>
<td>- increases the threat to national staff security - communication difficulties - can undermine the perception of neutrality and impartiality - can compromise accountability</td>
<td>- seek perceptions and support of other partners in the location and elevate final decision making if needed - provide mentoring and support with decision making</td>
</tr>
<tr>
<td>Community-based organisations implement part of the project (e.g. distribution)</td>
<td>- partners have a vested interest in project implementation - promotes capacity-building and sustainability</td>
<td>- can put some marginalised people at disadvantage - capacity issues could weaken results</td>
<td>- promote use of local contractors / consultants to build capacity - build training and skills transfer into contracts</td>
</tr>
<tr>
<td>Work with commercial contractors and consultants</td>
<td>- can provide otherwise unavailable technical input and guidance</td>
<td>- does little to build capacity of local organisations or partners and can be expensive</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from ‘Once Removed – Lessons and challenges in remote management of humanitarian operations for insecure areas; Humanitarian Outcomes 2010’

Additional resources on the All In Diary website
- Limited access humanitarian programming © Oxfam 2017
- Cash transfers in Remote Emergency Programming © NRC, 2016
- Breaking the Hourglass: Partnerships in Remote Management Settings © Feinstein International Center, 2015
- Remote programming in Humanitarian Action, EMOPS, 2012

Web links for further information

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Mapping, GIS and GPS

Location information enables aid workers to view the extent of disaster damage and plan access routes. It is an assessment tool and assists in response management.

Geographical Information System (GIS) software includes mapping tools and functions to manage and exploit location information.

Global Positioning System (GPS) allows users to determine and record their location with a GPS receiver. This data can be uploaded later to a computer.

Get maps for the emergency

<table>
<thead>
<tr>
<th>UN sources</th>
<th>Other sources</th>
<th>Paper Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSOCC (OCHA), GDACS, UNOSAT, Logistics Cluster, WFP, Geospatial Info Section, Reliefweb</td>
<td>CIA World Factbook, iMMAP, MapAction, MapToGround, OpenStreetMap</td>
<td>Paper maps (even tourist maps) can be a valuable resource, available at airports etc.</td>
</tr>
</tbody>
</table>

Collect location data in the field

- Check what systems and referencing others are using to enable sharing and coordination.
- GPS units can display coordinates in two basic formats: geographic (or latitude, longitude) and UTM. UTM is useful for camp layout because it represents a metre square grid.
- Except in extraordinary circumstances, set the GPS datum to WGS84 for easy sharing.
- Use the GPS to save waypoints of places of interest. Write down the waypoint numbers with a description in your notes as you proceed.
- Use track log to record your route for later access.
- Some GPS units can download data onto a computer simply with a USB link, and then shared. Others require free or low cost tools like GPS Utility.
- Preparatory checks:
  - Batteries and spares
  - GPS is working and location is correct
  - Save waypoints and tracklogs to another device, then clear
  - Ensure tracklog is on

Security Considerations:

Security issues can arise with GPS technology. Check with your security officer who may, e.g. advise you not to publish geotagged images on Facebook.

Make your own maps

Professional-level GIS software is powerful but requires training to use. Open-source or free GIS software (e.g. Quantum GIS, ArcGIS Explorer) may also be hard to use without experience and support. Some alternatives to consider are:

Google Earth – tools (place-mark, polygon, path, etc.) can be used to overlay information on a satellite image. GPS data can be imported (as GPX files) and saved as a JPEG screen image or as a KMZ file for distribution and editing. Google Earth can be run without internet access by initially caching (saving) the landscape.

OziExplorer – a moderate cost software package that enables users to ‘geo-reference’ and document an image file – e.g. scanned map or aerial photograph. Once the geo-referencing has been done data can be exchanged between OziExplorer and a GPS unit.

Google My Maps – If signed in you can create a map with documentation and import geo-referenced data including place names and locations defined by coordinates. The maps may be shared and published online.

Steps to exploiting GIS methods in your organisation:

1. Think about how GIS can support your information management strategy (if you don’t have one, start there first.)

2. Consider what spatial information you will need:
   - Base map data
   - Satellite images
   - Administrative boundaries, layers and settlement names
   - Situational data (collected by you or others)

3. Ask partner organisations what data they collect and can share.

4. Don’t select or buy GIS software until you know what you want to do with it. Start with the simplest tools and build know-how as you go along.

5. Beware of investing all GIS expertise in just one staff member.

Additional resources on All In Diary website

Humanitarian Field Guide to GPS Technology, MapToGround 2015
Field Guide for Humanitarian Mapping v2, © MapAction 2011
GeoInformation for Disaster and Risk Management, © JBGIS and UNOOSA 2010

Web links for further information

www.mapaction.org  http://maptoground.cartography.id.au
WFP Map Centre: www.wfp.org/aid-professionals/map-centre
GPS Visualizer conversion tools: www.gpsvisualizer.com
https://www.hotosm.org/mapping_in_activations
Humanitarian communications

Without information and communication people cannot access services or make the best decisions for themselves and their communities, nor hold aid agencies to account. Using a variety of media can maximise access to information and opportunities for feedback.

Communication in emergencies is essential

BEFORE - early warnings; disaster risks and vulnerabilities; preparedness measures
DURING - what to do; where to go/not go; updates on threats; assessments; mobilisation of relief; public health campaigns; coordination; access restrictions; missing persons; locations
AFTER - evaluations; lessons learnt

Trends in humanitarian media

New technologies are developing all the time, though it is important to ensure they do not exclude affected populations and in particular the most vulnerable groups.

National and local media have a critical role in ensuring access to information.

<table>
<thead>
<tr>
<th>Media</th>
<th>Uses</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile telephones</td>
<td>Assessments, early warning, technical information, cash transfers, M&amp;E, 2-way interaction</td>
<td>Needs access to phones, networks, chargers and literacy.</td>
</tr>
<tr>
<td>Social media e.g. Facebook, Twitter, YouTube, blogs</td>
<td>Informal dissemination of information, localised situation updates on security, access etc. Widely used.</td>
<td>Lack of control over content, need access, tend to focus on younger people. See <a href="http://sm4good.com">http://sm4good.com</a>.</td>
</tr>
<tr>
<td>Internet</td>
<td>Up-to-date dedicated websites, interactive, wide range of information.</td>
<td>Need access and to be web literate.</td>
</tr>
<tr>
<td>Call centres and Helplines</td>
<td>Timely, accurate, practical help on accessing services.</td>
<td>Considerable resource need from range of stakeholders.</td>
</tr>
<tr>
<td>Community radio</td>
<td>Local language public service announcements useful for women.</td>
<td>Need electricity or wind-up radios, access reduced in disasters.</td>
</tr>
<tr>
<td>Community networks</td>
<td>Use existing structures, leaders, meeting places, word of mouth spreads quickly.</td>
<td>Can be exclusive and messages can be misinterpreted.</td>
</tr>
<tr>
<td>Media landscape guides</td>
<td>Comprehensive information on media and telecommunications in different countries.</td>
<td>Needs checked and updated in immediate aftermath of emergency.</td>
</tr>
<tr>
<td>Newspapers or publications</td>
<td>Disaster preparedness, public health campaigns, advocacy, job or contract opportunities.</td>
<td>Needs literacy and journalists.</td>
</tr>
<tr>
<td>Leaflets, posters or noticeboards</td>
<td>Produce and distribute in large numbers, informing or updating a passing audience, bold simple messages.</td>
<td>Needs distribution, regular updating, no guarantee are read, not interactive, limited information.</td>
</tr>
<tr>
<td>Story telling, theatre, games, video etc.</td>
<td>Strong, engaging, inter-active learning tools for public health, disaster preparedness.</td>
<td>Need to ensure message is clear, accurate, appropriate, not exclusive.</td>
</tr>
</tbody>
</table>

Additional resources on All In Diary website

Communicating in Public Health Emergencies © WHO 2017
How to use social mediatio better engage people affected by crisis CC ICRC/ OCHA 2017
Communicating with Communities first 6 weeks, CDAC, 2014
Communication and Complex Emergencies, Adelaide University, 2015

Web links for further information

Media landscape guides: http://cdacnetwork.org/tools-and-resources/media-landscape-guides/
Training: http://www.cdacnetwork.org/learning-centre/e-learning/
DH Network: http://digitalhumanitarians.com/about

Photo: Action Aid

Which media to use?
Consider...
- What sources of information does your target audience normally use?
- What about subgroups (women, men, boys and girls) as access may vary?
- Can you use more than one medium, to increase impact?
- What technological limits might apply? (electricity, printing, transport, computers, internet access)
- How much information would be most appropriate for this audience? Depth?
- How quickly does the information need to be communicated?
- What time needed to prepare and develop?
- Is there a standard message for a mass audience?
- Do you need feedback?
- Do you need a permanent record?
- Does the message need regularly updating?
- How can the impact be monitored?
Advocacy and public relations

Advocacy = making a persuasive argument for a specific outcome. Public relations = managing reputation by communicating and building good relationships with stakeholders.

Both activities should always take humanitarian principles into account and ensure no adverse consequences for the affected population.

<table>
<thead>
<tr>
<th>Advocacy Benefits</th>
<th>Advocacy Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase political, human, financial support</td>
<td>divert scarce resources</td>
</tr>
<tr>
<td>protect the rights of the affected population</td>
<td>over-expend capacity</td>
</tr>
<tr>
<td>increase humanitarian access</td>
<td>alienate existing support</td>
</tr>
<tr>
<td>complement and strengthen the humanitarian response</td>
<td>conflict of interests with partners</td>
</tr>
<tr>
<td>initiate long-term change ‘building back better’</td>
<td>undermine staff or partner security</td>
</tr>
<tr>
<td>policy development and change.</td>
<td>damage to reputation (among affected population, staff, supporters)</td>
</tr>
<tr>
<td></td>
<td>loss of external and internal legitimacy, including loss of access.</td>
</tr>
</tbody>
</table>

Developing an advocacy strategy and plan

1. **Set a goal and objectives**: What is your desired outcome? What will guide the advocacy? Where will you focus your advocacy efforts? What are the key issues to advocate for?
2. **Select the target audience**: Who can bring about the change you want? What are their interests or opinions?
3. **Build support**: Which other organisations or individuals share your views?
4. **Develop the message**:
   - **POINT**: Develop clear messages with evidence-based examples.
   - **ACTION**: Make a specific request: What do you want advocacy targets to do?
   - **WITF**: What’s In It For Them? How will they benefit?
6. **Develop implementation plan**: Who is the best ‘messenger’? How might you follow up or reinforce your message?
7. **Monitor and evaluate**: How will you know if you have achieved your goal?

Public relations (PR)

NGOs need healthy relationships with the public to meet their goals. They need PR materials for a variety of reasons: to attract funds; describe services to beneficiaries; inform the public about accomplishments; distinguish themselves from other NGOs, and to campaign on specific issues.

NGOs need to be innovative in reaching stakeholders. Increasingly, NGOs of all sizes are using ‘social media’, such as Facebook, Twitter, Instagram, YouTube, and blogs as cost-effective ways of reaching the general public.

Additional resources on All In Diary website
- Engaging with the media, Sustainable Development 2015
- Advocacy and campaigning © BOND How to guide 2013
- Reporting on Humanitarian Crises © Internews 2014

Web links for further information
- Social media strategy: https://knowhownonprofit.org/how-to/how-to-develop-a-social-media-strategy-for-your-organisation
Project management

Project management is the planning, organising and managing of resources to bring about the successful completion of specific project goals, outcomes and outputs.

The development and delivery of projects fit within overall programme priorities and should always be conducted with the protection of beneficiaries in mind. This necessitates the participation of beneficiaries in all project phases. (see also HPC page).

Project Constraints Triangle

The primary challenge of project management is to achieve the project’s objectives while ensuring that the constraints triangle stays in balance.

Each of the constraints is connected to the others - any restrictions or extensions to one side will require restrictions or extensions in the others.

A successful project manager needs to manage…

1. **Scope**
   What will the project produce and what is the work required to produce these deliverables?

2. **Resources**
   What money, materials, people and effort are required to complete each of the components of the project?

3. **Time**
   What amount of time is required to complete each of the components of the project?

4. **Risk**
   What are the risks to the successful completion of the project?

5. **Justification**
   Does your project continue to provide value to project stakeholders and beneficiaries?

6. **Stakeholders**
   How can the different stakeholder interests and relationships be managed?

   (from PMD Pro Disciplines)

Project Management Cycle

The PMD Pro Guide illustrates the essential phases of the Project Cycle.

- **Project Identification and Design**: project teams and stakeholders work together to collect and analyse assessment data, and develop a ‘Logical Framework Approach’ (see page).
- **Project Set Up**: authorises the project team to mobilize resources (in time, money and human resources) for the project.
- **Project Planning**: project teams develop a comprehensive and detailed project plan that emphasises participation and prioritises ongoing monitoring and review.
- **Project Implementation**: manage the project including project communications, risks, resources and team to deliver project outputs and outcomes (on time, on budget and on schedule).
- **Project Monitoring, Evaluation, and Control**: continually compare actual performance to plan, identify and implement corrective actions.
- **End of Project Transition**: complete administrative, financial and contractual aspect of the project while ensuring that progress towards goals will be sustained amongst the beneficiary population.

PM4NGOs offer a 3 level certification training programme for project practitioners.

Additional resources on All In Diary website:
Managing the Project Cycle, networklearning.org, 2017
Guide to PMD Pro Version 1.7 © 2013 PM4NGOs

Web links for further information:
Project Management for NGOs: http://www.pm4ngos.com

6th edition © 2018 All In Diary/PHAP
www.allindiyary.org/ phap.org
Information management

Information is critical to an effective and well coordinated humanitarian response. It needs to be clear, accurate, relevant to the situation, and produced and updated regularly.

Data Collection – keep it simple
- Collect only what you need: consider what decisions you need to make and what information you need to make these decisions and coordinate with others
- Use a range of methods: reporting forms, spreadsheets, phones, apps
- Use common formats and datasets to ensure data can be analysed and compared with others e.g. location reference, individual/household/village levels
- Build relationships: people share information if they get useful, timely information in return

Data Collation – sorting and aligning the pieces
- Storage: database; electronic if possible; ensure ease of use and access
- Find common links: sort by location (GPS coordinates/P-codes), categories

Data Analysis – creative processing of data
- Forms of analysis: needs, capacity, output, gaps and impact analyses
- Questions: e.g. geographic patterns, trends over time, agency totals, validity and accuracy of information?
- Processes: mapping; matrices/spreadsheets; graphs/charts. This may need technical expertise and is often done centrally e.g. through UN OCHA / clusters

Information Dissemination – sharing your ‘picture’
- Who: who needs to know, especially those whose data is included and the affected population
- How: e.g. email, local media, posters, hardcopy, website, maps
- Style: culturally accessible is the key; simple language; clear presentation

Decision Making – using the information and knowledge
- Ensure information is used to guide planning, advocacy, monitoring and operational decisions to prioritise the needs of the affected population.

<table>
<thead>
<tr>
<th>Key information in emergencies</th>
<th>Useful sources of information</th>
<th>Coordinating information</th>
</tr>
</thead>
</table>
| - Emergency and security alerts, updates, bulletins | - Affected population | OCHA produce information to support coordination of all humanitarian organisations:
- Pre-disaster baseline information | - National and local government reports and agencies | - Common Operational Datasets
- Ongoing assessment of needs, risks, capacities and gaps | - Media (news and social – local and international) | - Country specific websites
- 4W (Who is doing, What, Where, When) | - UN agencies & OCHA | Humanitarian Kiosk app
- National plans, policies, standards, legal needs | - Humanitarian websites | Mapping
- Supply chain and budgetary information | - NGOs (local and international) | 3W Database
- Reports: situation (sitreps), progress, etc. | - Assessment reports | Contacts and meetings
|                               | - Coordination meetings | Needs Assessment |
|                               | - Local weather and hazard monitoring | Financial Tracking Service |

Examples of how technology is changing disaster information management
- digital data collection tools replacing pen and paper, increasing speed and quality of data
- mass text messaging programmes to share advice
- satellite imagery in assessing damage
- solar-powered lanterns attached to chargers for all types of mobile handsets
- ‘mesh networking’ to allow mobile phones to communicate directly with each other even where there is no network coverage
- crowdsourcing information through social media with information visualised on an online map for humanitarian use

use of #nameofdisaster on Twitter to map early information
- digital data collection to monitor distribution of supplies in remote areas
- robots being deployed for search and rescue or demining
- UAVs (aka drones) can be used to map terrain, assess damage, search and rescue and airdrop aid in inaccessible areas.

Additional resources on All In Diary website
OCHA Information Management Guidance-Sudden Onset Emergencies, © OCHA, 2015
Information Management and Communication in emergencies, © PAHO, 2009
World Disasters Report- focus on technology, © IFRC 2013

Web links for further information
OCHA toolkit: https://www.humanitarianresponse.info/en/applications/tools
UNHCR Emergency IM Toolkit: https://data.unhcr.org/imtoolkit

6th edition © 2018 All In Diary/PHAP
www.allindairy.com/phap.org
Needs assessments

Needs assessments are carried out by organisations to identify measure and decide how to meet the humanitarian needs of a disaster-affected community.

The Assessment Cycle model illustrates the six essential steps to consider.

**Preparedness** Prepare for possible assessments - who authorise; which staff and resources may be mobilised. At the onset of the emergency, consider what pre-disaster information can tell you about the affected and wider populations, in-country capacity, context and other pre-existing factors. Consider if you should intervene and if so, at what level, what priorities, actions, resources will add value.

**Design** Carry out an initial assessment immediately, building on pre-disaster information to assess changes caused by the disaster, factors creating or increasing vulnerability. Coordinate with others where appropriate to standardise design and enable shared data collection and findings. Participate in multi-sectoral, joint or inter-agency assessments wherever possible.

Design assessments which enable you to make decisions about your interventions, and are tailored to the context. Consider:
- coping capacity, skills, resources and recovery strategies of the affected people
- state’s response plans and capacity
- impact of the disaster on people’s psychosocial well-being
- current and potential safety concerns for the population and aid workers

**Implement** your assessment with careful management, effective leadership and coordination with others. Credibility, reliability and comparison of findings require:
- recognised data collection methods such as direct observation, key informant interviews and community group discussions, and collecting useable, disaggregated data.
- listening to, consulting with and engaging people at an early stage including all vulnerable groups affected by the disaster as well as the wider population.
- managing community expectation – do not overpromise.
- using a standardized, transparent and clearly documented process.

**Analyse** the data, comparing locations and/or groups, to identify priorities and assumptions about future needs.
- ensure all sectors are considered
- disaggregate data by sex and age, and possibly other vulnerable groups
- produce timely and relevant analysis
- validate findings through cross-checking and triangulating with other sources and agencies, and identifying gaps in your data.

**Share your findings** with colleagues, peers, coordinators (government, clusters or others), local and national authorities and affected communities.

**Decision-making** Use findings to make decisions about your agency’s emergency response plan, and for funding proposals.

See also ‘Information Management’ and ‘Humanitarian Programme Cycle’ pages.

---

**Additional resources on All In Diary website**
- Sphere for Assessment, © Sphere Project 2015
- Humanitarian needs assessment - Good enough guide © NRC 2014
- IASC Multi-Sector Initial Rapid Assessment Guidance (MIRA), 2015
- IASC Operational Guidance Note for Coordinated Assessment in Humanitarian Crisis © IASC 2012

**Web links for further information**
- ACAPS http://www.acaps.org/
- Coordinated assessments - http://assessments.humanitarianresponse.info
Logical framework approach

The logical framework approach (LFA) is a systematic methodology that provides a structure for designing, monitoring and managing projects.

A wide range of logframe matrix formats exist, varying between donors and organisations, though generally comprise of a 4x4 table.

<table>
<thead>
<tr>
<th>Generic logframe matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>Impact (or Overall Objective)</td>
</tr>
<tr>
<td>Outcome (or Purpose)</td>
</tr>
<tr>
<td>Outputs</td>
</tr>
<tr>
<td>Activities</td>
</tr>
</tbody>
</table>

**Definitions**

- **Impact:** What macro-level change will the project help to bring about?
- **Outcome:** What specific change will the project bring about and who will benefit from it?
- **Output:** What are the observable, measurable, tangible products and/or services to be delivered by the project?
- **Activities:** What actual tasks will you do to produce the expected outputs?
- **Indicators:** How will you know you have been successful?
- **Sources:** What information will you use to verify your results?
- **Assumptions:** What factors or conditions, particularly those that are external to the project, are necessary to achieve the project results?

**How to develop a logframe matrix**

1. **Project Structure:** Use participatory approaches to involve stakeholders, start at the top developing the Overall Objective and then consider Outcome, Outputs, Activities, Inputs.
2. **Indicators:** Work across the logframe, identifying Indicators and then the Sources of verification. For each step of the project structure, consider:
   - What indicators can be used to measure achievement against?
   - What information will be needed and how it might be gathered?
   - What problems / barriers might arise and how can their impact be minimised?
3. **Check logic and assumptions:** Start from the bottom of the matrix with Activities. If Activities can be completed without impact/interference from the external factors identified under Assumptions, will the Outputs be delivered? If not, adjust the Activities as required, then move up the matrix to Outputs and repeat the process.

**Additional resources on All In Diary website**

- The Logical Framework Approach, © BOND, 2013
- Logframe Example, CCA3, tools4dev, 2010
- Guide to the LFA © EU Integration Office 2011

**Web links for further information**

- [http://betterevaluation.org/resources/guide/develop_program_theory/logical_frame](http://betterevaluation.org/resources/guide/develop_program_theory/logical_frame)
- Indicators registry: [https://www.humanitarianresponse.info/applications/indicator](https://www.humanitarianresponse.info/applications/indicator)

**ANALYSIS PHASE**

- **Stakeholder analysis:** who is interested and influential in this project?
- **Context analysis:** (e.g., PESTLE analysis) what external factors may influence the project? (Political, Economic, Social, Technological, Legal and Environmental issues)
- **Problem analysis:** identify the core problem and use a problem tree to map its causes and effects.
- **Objective analysis:** convert the problem tree into a solution tree by converting problem tree statements into positive solutions:
  - ‘Core problem’ becomes ‘core solution’
  - ‘Effects’ become a positive statement of what you want to achieve.
  - ‘Causes’ become positive actions to overcome these.

**PLANNING PHASE**

- **Select intervention:** what type of project(s) will bring about your solutions?
- **Logframe matrix:** develop a matrix and activity and resource scheduling.
Fundraising

Funding for disasters is complex and can be competitive, with more and more organisations involved. Acting quickly is important but local organisations are often in the midst of the relief efforts with limited time, influence or resources to fundraise.

There is an increasing trend, facilitated through the clusters, for agencies to share assessments, identify strategic priorities through the HRP (see side panel) and coordinate fundraising through Flash Appeals. In the same way, donors pool their resources through pooled funding mechanisms, or through funding larger consortia bids.

- Be proactive in developing partnerships and engaging in coordination processes at all levels, in order to raise funds.
- Most humanitarian funding is restricted to life-saving or life-sustaining activities so ensure you approach the most relevant funding source for your projects.

<table>
<thead>
<tr>
<th>Local sources:</th>
<th>International sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local organisations and associations (e.g. Rotary Clubs)</td>
<td>Voluntary funding agencies (e.g. missions, trusts and foundations)</td>
</tr>
<tr>
<td>Government and district institutions</td>
<td>International aid agencies (UN, EU, World Bank, Global Development Banks)</td>
</tr>
<tr>
<td>Business / corporate opportunities (e.g. banks)</td>
<td>Bi-lateral agencies (USAID, CIA, DFID)</td>
</tr>
<tr>
<td>Foreign embassies with small grant or specific sectoral funding programmes</td>
<td></td>
</tr>
</tbody>
</table>

Preparing project fundraising plan

Ultimately NGOs are responsible for finding the funding for their projects. A coherent fundraising strategy can enable you to react quickly to mobilise resources for disaster response and enhance your organisation’s reputation.

<table>
<thead>
<tr>
<th>Case for Support</th>
<th>Analyse and Plan</th>
<th>Prospect Research</th>
<th>The Approach</th>
<th>The ‘Ask’</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What problem is your organisation tackling? How does this relate to the strategic priorities within the sector?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What experience have you had in working to solve it and how are you coordinating with and learning from others?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What difference will you make? What will happen if you fail?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What makes your organisation uniquely placed to address this problem?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is your target and how much time do you have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What internal resources / capacities have you for raising funds?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What are the external drivers that affect each funding stream?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What is the donor’s connection to your organisation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is there a time limit for funding applications?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand your potential donor, e.g. contact them to discuss your ideas, read their website and understand the language they use and the causes they usually support etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be clear what you want and what opportunities you can offer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Speak in a language that relates to the donor and demonstrate how your proposal meets their priorities and objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate how your proposals contribute to the priorities in the HRP*.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Match the donor’s format in presenting your request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Be explicit and confident in your ‘Ask’ – after all, you are offering the opportunity to be part of something great.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional resources on All In Diary website
A guide to fundraising © Networkklearning 2008
VSO Fundraising Guide for NGOs © J. Bradshaw 2003

Web links for further information
http://www.fundsformongos.org/
http://ngomanager.org/resources-2/library/
UN Financial Tracking Service https://fts.unocha.org

Mobilising resources through the cluster system

Cluster response plans and resource requirements are pulled together by the Humanitarian Country Team into a Humanitarian Response Plan (HRP) - a useful fundraising tool. This provides a foundation for a number of pooled funding sources (see below). Financial Tracking Service (FTS) tracks funding allocations against HRP targets.

Pooled Funding Mechanisms

Immediate life-saving assistance can be provided using pooled funds managed by OCHA:

CERF (Central Emergency Response Fund):
- standby UN fund to jump-start critical operations
- complements other funding

CBPF (Country-based Pooled Funds):
- country-based pooled fund e.g. CHF (Common Humanitarian Fund) or ERF (Emergency Response Fund)
- funding based on HRP needs and priorities

See also ‘Humanitarian Programme Cycle’ page.
Project proposals

A proposal is key to effective project design, management and accountability, as well as a fundraising tool. Proposals have become more sophisticated, reflecting the increased scale and competitiveness of the aid sector.

Proposals are more likely to be funded if they involve the affected population, and are sustainable, based on evidence, express genuine partnership and demonstrate value for money. It is also important to align your proposal with priorities of the donors and with existing national and sector/cluster plans.

In some cases, a **Concept Note** is requested before the proposal, outlining basic facts of the project idea. They are short (1–3 pages) and may not have a standard format, but should include project title, context, rationale, goals and objectives, activities, expected results, coordination with other actors, innovation (how is it different from other projects?), organisational background, estimated budget and contact details.

### Proposal

<table>
<thead>
<tr>
<th>Title page</th>
<th>Date, title, location, organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need statement</td>
<td>Causes of the problem and why the project is needed</td>
</tr>
<tr>
<td>Goals and objectives</td>
<td>What you want to achieve?</td>
</tr>
<tr>
<td>Beneficiaries</td>
<td>Who will benefit?</td>
</tr>
<tr>
<td>Targets and activities</td>
<td>What will you do and how?</td>
</tr>
<tr>
<td>The schedule</td>
<td>The project timeline for each phase</td>
</tr>
<tr>
<td>The organisation</td>
<td>Your profile and who will manage the project</td>
</tr>
<tr>
<td>Project costs</td>
<td>Direct and indirect costs (per beneficiary)</td>
</tr>
<tr>
<td>Detailed budget</td>
<td>Detailed estimates of all costs and other funding</td>
</tr>
<tr>
<td>Monitoring &amp; Evaluation</td>
<td>How will achievements be measured and verified?</td>
</tr>
<tr>
<td>Reporting plan</td>
<td>How often, to whom, including what?</td>
</tr>
<tr>
<td>Coordination</td>
<td>How will you work with other actors?</td>
</tr>
<tr>
<td>Appendices</td>
<td>Additional details, including your organisation</td>
</tr>
</tbody>
</table>

Adapted from ‘Proposals for Funding’ by Phil Bartle © 2007

- Write clearly and concisely, using simple language (no jargon!).
- Ensure the requested amount is within the limits of the funding organisation.
- Ensure proposal is based on your capacities and competencies and donor priorities.
- Clearly explain the logic (or theory of change) that relates your activities to the impact and benefits for the target population.
- Follow the guidelines, instructions and procedures of each donor carefully.

### Additional resources on All In Diary website

- Proposal Writing Simplified for NGOs in Developing Countries, © fundsforngos.org
- Writing a funding proposal, © CIVICUS 2007

### Web links for further information

- Grant-writing tool: [www.nguides.org/](http://www.nguides.org/)
Financial Management

Financial management is critical to effective project planning, allocation of resources, monitoring of effectiveness, and accounting and reporting to stakeholders.

Plan

A budget is a financial plan showing the resources needed to achieve programme objectives within a given time period, setting out all expected costs of activities and all income, and should:
- Be sufficiently detailed and as accurate as possible.
- Have the approval of your colleagues, managers, trustees, beneficiaries, and donors.
- Clearly separate the income expected from each donor.
- Include all the resources your programme needs.
- Provide monitoring information for you to run your programme.
- Include cash flow forecast: when money will arrive and leave the bank.

Record

An accurate record of incoming and outgoing financial transactions is essential. Record everything that you do—how much, when, reference number, description of the transaction. Keep receipts, invoices or authorisation forms for all transactions. Make sure another person would be able to follow the accounts by being:
- Organised: follow procedures, and file documents in order.
- Consistent: do not change the way you do things from month to month.
- Up to date: fill in all proper accounting records as transactions occur.

Monitor

Regular financial reports allow managers to assess project or programme progress. Also provide reports for both donors and beneficiaries at regular intervals.
- Monitor actual income and expenditure against the budget.
- Check progress towards achieving the programme’s objectives.
- Identify areas of over- and under-spend to monitor efficiency and progress towards objectives.
- Ask questions – for example: Will it still be possible to achieve your objectives in time, and within the budget?

If not, and changes are required:
- Report concerns promptly to your manager, head office and donors.
- Review the budget and/or project plans with relevant stakeholders.
- Seek additional funding, re-allocations or project extension.

Control

A system of controls is needed for moving funds, carrying and storing cash, signing cheques, authorising payments and managing equipment and stock. This will reduce risk of errors, misuse or theft and protect employees (from themselves and each other). It is also needed to comply with international accounting standards and national laws.

Planning a budget:

1. Identify project or organisational objectives: Involve a range of staff and stakeholders.
2. Identify any limits to resources and funds available at the start.
3. Gather data e.g.: Previous budgets, Cost, income and grant estimates, External factors such as inflation and exchange rates.
4. Decide how much will be received (income); Be realistic!
5. Decide how much will be spent (expenditure); Separate into types or cost categories.
6. Construct the budget: List the budget items specifically, ensuring income is at least as much as expenditure.
7. Obtain approval from your trustees and any donors.

(Adapted from Project Budgeting How to Guide, John Cammack, © BOND, 2013)

Additional resources on All In Diary website
Financial Management Essentials © MANGO, 2016
Project budgeting, How to Guide, John Cammack © 2013, BOND
Building Financial Management Capacity for NGOs and Community Organizations, John Cammack, © 2007, Oxfam Publications

Web links for further information
FMPDPRO: http://www.m4ngos.com/fmpd-pro/
Financial Management for Emergencies Resources www.fmproonline.org/systems/resources.html
Monitoring and Evaluation (M & E)

M&E are the cornerstones of good project management. They improve impact, quality and accountability of current and future projects.

Monitoring
Monitoring is the routine collection and analysis of information to track ongoing progress against plans and check compliance to established standards.

- be clear about what to measure and who is responsible
- keep recording systems simple and only collect the information needed
- disaggregate data by gender, age and vulnerable groups
- draw on existing information sources and use shared collection processes
- involve beneficiaries in defining objectives and indicators, as well as data collection
- communicate results back to relevant stakeholders.

It is important that findings from monitoring activities are acted upon promptly.

Evaluation
Evaluations involve identifying and reflecting upon the effects of what has been completed, and judging their worth.

An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both implementing organisations and donors.

It is best to involve key stakeholders as much as possible in the evaluation process.

Evaluation questions:
- Were the project’s objectives achieved?
- What changes did the project bring about?
- Are the benefits likely to be maintained?
- Were the project’s objectives consistent with beneficiaries’ needs?
- Were activities implemented on schedule and within budget?

Impact Assessment
Impact assessment measures lasting changes in people’s lives, including unintended and negative impacts.

Impact Assessment is usually conducted some time after project completion.

In relation to our project:
- What has changed?
- For whom?
- How significant was it?
- Will it last?
- In what ways did our project contribute to these changes?

Reasons to assess impact:
- improve the effectiveness of our interventions
- demonstrate success to our donors, partners, the public and ourselves
- be accountable to those for whom we are working by understanding the impact our efforts have on local communities
- use the findings to advocate for changes in behaviour, attitude, policy and legislation at all levels.

Quantiative Approaches
Secondary data
Review existing knowledge such as project documents, information on related projects, government records and publicly available statistics.

Questionnaires
Particularly useful for quantitative data.

Surveys
They generally use interview techniques, measurement techniques, or a combination of both.

Qualitative Approaches
Focus groups
Useful for exploring a range of views. Single sex groups are appropriate in some situations.

Interviews
Time consuming but provide deeper understanding.

Complaints and feedback mechanisms
Can address potential problems, increase accountability and credibility.

Most significant change
Ask, “What was the most significant change for you in this project?”

Additional resources on All In Diary website
Introduction to M&E using Logical Framework Approach © Umhlaba Development Services 2017
Sphere for Monitoring and Evaluation ©The Sphere Project 2015
Programme/Project Monitoring and Evaluation Guide © IFRC 2011
The Good Enough Guide © 2007, ECB Project
Monitoring and Evaluating Learning Networks © 2010 INTRAC

Web links for further information
Better Evaluation: www.betterevaluation.org
Monitoring and Evaluation NEWS: www.mande.co.uk
Cluster Coordination Performance Monitoring:
Report Writing

Through reports, information can be shared, progress and successes identified, and consequently, lessons learned. However, if a report is not easy to read, it will probably not be read at all. Good report writing takes time and preparation. Following a standard layout can save time, and allow comparison between reports over time. A standard report structure is as follows:

- **Executive summary:** Long reports need a summary at the beginning capturing key points and recommendations, plus a Table of Contents.
- **Introduction:** What the report is about; topics included; why it has been written and its aims.
- **Clarification of the issue:** What is the issue; why it needs to be addressed; what information/action is needed to address it.
- **Methodology:** A short description of how the information was obtained.
- **Conclusions:** Summarise key issues that have emerged from the analysis.
- **Recommendations:** Actions to be taken as a result of the findings.
- **Annexes:** Useful for detailed explanations, examples, literature list, etc.

Good reports seek to present data effectively for their audience so that they connect key findings to conclusions and recommendations.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Why you are writing this report</td>
<td>Some documents are to persuade, others to inform</td>
</tr>
<tr>
<td>Audience</td>
<td>Who is the report aiming to influence</td>
<td>The level of background detail, technical detail and language will vary</td>
</tr>
<tr>
<td>Findings</td>
<td>A factual statement based on primary or secondary data.</td>
<td>Community members reported daily income is below $1 per day</td>
</tr>
<tr>
<td>Conclusions</td>
<td>A combined interpretation of findings</td>
<td>Community members are materially poor due to lack of income-generating opportunities</td>
</tr>
<tr>
<td>Recommendations</td>
<td>Is there a maximum number of pages expected? Is an Executive Summary needed?</td>
<td>Introduce micro-finance and micro-enterprise opportunities to community members to restart the market through culturally appropriate and economically viable income-generating business</td>
</tr>
<tr>
<td>Actions</td>
<td>A specific prescription of action to address a recommendation</td>
<td>By July 2016, conduct six pilot focus groups to identify potential micro-enterprise ideas and possible loan recipients</td>
</tr>
</tbody>
</table>

Tips for writing the report
- collect information needed
- arrange information logically and ensure the structure is well balanced
- write in the language of your reader, clarifying jargon etc.
- make it easy to read: short sentences, and short paragraphs
- use charts and diagrams where possible: graphics can make points more quickly and strikingly
- layout with space between the lines and paragraphs, and clear headings
- proof-read for spelling, grammar and presentation mistakes
- before sending, ask someone else to read for feedback

Finally check:
- are author, title and date included?
- does it answer the questions?
- is it logical?
- are sections and pages numbered?
- are photos credited and captioned?

Additional resources on All In Diary website

Web links for further information
http://www.fundsforngos.org/featuredarticles/ngos-write-project-reports
http://networklearning.org/index.php/component/content/article?id=77:guidelines

6th edition © 2018 All In Diary/PHAP www.allindaily.org/phap.org
Handover, transition and exit

A programme ‘transition’ or ‘exit’ refers to the withdrawal or handover of all externally provided resources and services. The decision to withdraw should be made in full consultation with programme stakeholders and, where possible, be an integral part of the programme strategy from the early design phase.

A Handover Plan or Exit Strategy will assist in clarifying when and how the programme intends to withdraw and the measures proposed to ensure sustained achievement of the programme goals.

Exit criteria: What determines “when” to exit?

It is critical, particularly in short term emergency response programmes, to plan handover, transition or exit strategies right at the start of the programme. Criteria used to determine when and how to exit programmes vary. However, they can be grouped into four general categories.

1. **Time limit** - All programmes have time limits dictated by availability of resources or funding cycles. Avoid starting projects or programmes which will require continuous funding to keep running and where funding after the end of the original project may not be forthcoming.

2. **Achievement of programme impacts** - Indicators of programme impact can guide the exit strategy timeline.

3. **Achievement of benchmarks** - Measurable indicators or identified steps in the graduation process of an exit strategy. This should be linked to specific programme components that are to be phased out or over e.g. community take on responsibility of maintenance etc.

4. **Cancellation** - when a project is no longer viable or sustainable or if the humanitarian context has evolved and no longer requires external intervention.

Three approaches to transition or exit

<table>
<thead>
<tr>
<th>1. Phasing down</th>
<th>2. Phasing out</th>
<th>3. Phasing over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradual reduction of programme activities.</td>
<td>Agency’s withdrawal of involvement in a programme without handing over to another institution for continued implementation.</td>
<td>Agency transfers programme activities to local institutions or communities.</td>
</tr>
<tr>
<td>- careful planning and coordination is important.</td>
<td>- activities should be phased out when emergency needs no longer exist and normal services, together with ongoing development activities, can meet the needs of the population.</td>
<td>- during design and implementation, emphasis is placed on institutional capacity building and empowerment so that services provided can continue through local organisations.</td>
</tr>
</tbody>
</table>

**Additional resources on All In Diary website**

Programme management guidelines/Transition © CARE Emergency Toolkit 2011

Lessons Learned and Good Practice Toolkit: Adapting coordination mechanisms to support national transitions © OCHA, UNDP & DOCO 2012

**Web links for further information**

Empowerment sustainability- OECD – Chapter 10
https://read.oecd-ilibrary.org/development/poverty_reduction_and_pro-poor_growth/9789264168350-en#page7


What are the main points an exit strategy should cover?

- Who will be responsible for handling the transition or exit?
- Is there another agency or local NGO with the capacity to take on this activity?
- How will the activity be transferred?
- How will it be funded?
- How will these changes affect programme beneficiaries and other stakeholders?
- How will staff be affected, and how will changes be communicated to them?
- What notice periods are required for staff, lease/rental agreements, etc.?
- What are the donor requirements in relation to handover, transition or exit?
- What are the government/legal requirements?
- What security provisions are needed e.g. for assets, information?

Adapted from Aid Workers Network
Working with different cultures

Disasters bring people from very different cultures together in difficult circumstances. Visible differences include gender, race, ethnicity, nationality, religion, ability, age, economic status, political allegiance, class, caste. Invisible roots include beliefs, values, perceptions, expectations, attitudes, assumptions.

**Patterns of cultural difference**
The differences below are not right or wrong – just different understandings.

### How status, relationships and communication can differ
- Status based on competence and position, truth based on logic
- Equitable treatment is more important than dress and conduct
- Formal written communications, rules and consistent, uniform procedures
  - Status based on personality and connections
  - Dress code and conduct mark respect
  - Informal verbal communication, judgements based on individual circumstances not rules

### How organisation and timekeeping can differ
- Goal orientated
- Predictive, reasoned planning, action and system orientated
- Punctuality is valued and respected
- Knowledge, information and resources are shared
  - Orientated to people and nature
  - Intuitive flexible planning, relationship and context orientated
  - People are valued more than time
  - Knowledge and resources used as power

### How management style and performance are measured
- Decisions determined through division of tasks and responsibilities
- Management by objectives
- Criticism, appraisal and ideas are a part of professional conduct
  - Decisions made through personal interaction and ‘authority’ figures
  - Management through relationships
  - Criticism, appraisal and ideas are highly personal and can be taken as offensive

**Consider carefully …**

**Eye contact:** can be important in building trust or seen as disrespectful or offensive.

**Greetings:** how and when to greet people appropriately e.g. shaking hands is not always appropriate, especially between men and women.

**Opening and closing conversations:** who addresses whom, when, and how, and who has the right, or duty, to speak first; how to conclude conversation/meetings.

**Taking turns during conversations:** taking turns in an interactive way or listening without comment or immediate response, can be seen as a challenge or humiliating.

**Interrupting:** interruption may be the norm, particularly among equals, or among men, or it might be mistaken for argument and hostility.

**Use of silence:** silence before responding may be seen as deference and thoughtfulness, or as a sign of hostility. Silence may signal consent, or disagreement.

**Appropriate topics of conversation:** speaking openly about money, politics, religion, family relations or intimate issues may be seen as inappropriate or vulgar.

**Use of humour:** may build immediate rapport or be seen as a sign of disrespect.

**Knowing how much to say:** get straight to the point, or engage in preamble and wrap-up. Age and social standing can influence how much is appropriate to say.

**Sequencing elements during conversation:** the right question, asked in the right way, but asked too soon or too late can highly influence subsequent behaviour.

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**Additional resources on All In Diary website**
- Human Rights, culture and gender in programming © UNFPA 2009
- Working with Diversity in collaboration – tips and tools © CGIAR 2003

**Web links for further information**
- [http://www.kwintessential.co.uk/resources/country-profiles.html](http://www.kwintessential.co.uk/resources/country-profiles.html): Etiquette guides

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www.allindIary.org/phap.org

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Developing partnerships

Effective partnership relies on shared, equitable participation, decision making, and taking and accepting responsibility.

### Principles of Partnership (PoP)

- **Equality** - mutual respect
- **Transparency** - communication
- **Responsibility** - commit only to what you can deliver
- **Results-Oriented** - focus on action
- **Complementarity** - build on diversity and enhance local capacity

### Value of partnership in an emergency

- **Coverage and impact** - increases coordination and capacity to affectively assess needs and provide assistance for those affected
- **Exchange of ideas** - helps improve project design and innovation through sharing expertise, ideas and building on existing capacities
- **Advocacy and influencing** - helps tackle political or social barriers to accessing those in need and providing appropriate assistance
- **Solidarity and support** - important for remote working and national and local organisations dealing with trauma and insecurity
- **Securing resources** - donors encourage partnership and consortia bids to increase coverage and reduce administration
- **Sharing information** - assists in accessing information, reducing duplication or gaps in response, and promoting good practice
- **Developing capacity** - creates opportunities for exchange of knowledge and skills and improving understanding
- **Solving problems** - fosters broader research and understanding and helps in identifying appropriate, shared solutions and innovation

Partnerships work best when there is added value in working together, e.g.

- **Strategic partnerships** e.g. within clusters and consortia funding bids
- **Implementing partnerships** between international and local agencies
- **Business and NGO/UN partnerships** for technical/operational reach
- **Research partnerships** - e.g. between NGOs and academia.

### Localisation and working with local partners

At the 2016 World Humanitarian Summit, the international community made a commitment to supporting ‘localisation’ as part of the **Grand Bargain**, through:

- Increasing investment in the capacities of local and national responders
- Working to remove barriers to partnering with local and national responders
- Supporting and complementing national coordination
- By 2020, directing at least 25% of funding to local responders, measuring this funding and adopting funding tools that facilitate local delivery of assistance

### Challenges for local and national organisations in managing partnerships

- Balancing community solidarity with accountability to INGOs and/or donors
- Mismatch in organisational vision, values, culture, priorities or capacity
- Challenges in remote management and learning from international partners
- Unequal power relations, accountabilities and access to resources
- Lack of trust, weak communications and differences in ways of working

### Additional resources on All In Diary website

- Partnerships and Capacity Building, © INTRAC 2012
- Local Partnerships Guide, © Mercy Corps 2011
- Remote Partnering Workbook, © PBA, 2018

### Web links for further information

- Partnership Brokers Association - [http://partnershipbrokers.org/](http://partnershipbrokers.org/)
Facilitating participation

People affected by disaster have important capacities, competencies and aspirations, and ultimate responsibility for their own future and survival. Their engagement at all stages is vital.

But what level of participation are you hoping to achieve? This can range from:

- **INFORM:** Sharing information about the situation and about the response that affected people can expect including amounts of assistance, eligibility criteria and location and timing of assistance.
- **CONSULT:** Consultations and feedback to get the input of affected people on various aspects of humanitarian needs and assistance at every stage. This can also include accountability mechanisms designed to allow affected people to hold humanitarian agencies to account for their actions.
- **PARTNER:** Partnerships where affected population share in decision-making and all stages of programme activity and organisation to jointly design or implement response activities.
- **EMPOWER:** Where humanitarian agencies support community-led decision-making and project implementation.

### Communication techniques

To maximise participation, consider wide-ranging, appropriate techniques

<table>
<thead>
<tr>
<th>Meetings, focus groups, interviews</th>
<th>Engages community representatives in problem analysis, project design and planning. Enables an active role in management and implementation of programme activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping</td>
<td>Draws out how people see their area in relation to physical, social and economic landmarks, risks and opportunities – maps of hazards, risks, resources, mobility, opportunities etc.</td>
</tr>
<tr>
<td>Seasonal activity calendar, daily routine and trend analysis</td>
<td>Explains <em>seasonal</em> actions of affected population to enable effective planning and likely constraints to implementation. <strong>Daily routine</strong> will help to identify suitable time of day to schedule community meetings and programmes. <strong>Trend analysis</strong> helps understand changes in communities.</td>
</tr>
<tr>
<td>Stakeholder / interaction analysis</td>
<td>Identifies different groups (including marginalised) and their roles, responsibilities, interests, power, influence and coordination.</td>
</tr>
<tr>
<td>Surveys</td>
<td>Identifies needs /views of large numbers in standard format.</td>
</tr>
<tr>
<td>Capacities / vulnerability analysis</td>
<td>Enables groups to identify and understand their own weaknesses, capacities and vulnerabilities.</td>
</tr>
</tbody>
</table>

### Potential barriers to participation

- capacity and ability of different stakeholders to participate
- access to ‘hard to reach groups’ such as young people, older people, minority groups or socially excluded groups
- levels of community infrastructure
- contested or divided communities
- rural isolation
- gaps in information
- literacy and numeracy levels and dominance of oral culture

### Design issues to consider

- techniques and engagement methods to be used
- location and accessibility of the project or programme
- number and type of engagement events
- transport requirements
- childcare needs
- seasonal constraints
- format and content of communication and publicity materials
- use of interpreters and signers
- need for outreach activities

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**Additional resources on All In Diary website:**
- Accountability to beneficiaries – checklist, v2 © 2010 MANGO
- Accountability to affected populations, IASC Task Force, 2012
- Philippines: Community Engagement Mediums in Natural Disaster Preparedness and Response, UNOCHA 2015

**Web links for further information**
- CDAC: [http://www.cdacnetwork.org](http://www.cdacnetwork.org)
- PARTICIPATORY METHODS: [http://www.participatorymethods.org](http://www.participatorymethods.org)
Managing meetings

Meetings are essential to communicating in disasters. But they frequently produce limited outcomes. Following a format and process that produce results is essential.

The role of the chair is to facilitate the meeting in such a way that the collective wisdom of the attendees is tapped into, while keeping discussions in line with the meeting’s objectives.

The participants’ role is to prepare for, and engage constructively in meetings, so that objectives can be achieved.

Planning and Preparation

**WHY**
What are the purpose and expected objectives of the meeting?
- generate ideas
- find solutions / solve problems / make decisions
- give or share information, feedback, reports
- develop trust, relationships, teams
Who needs to agree these objectives?
What do participants want from the meeting?
Is the meeting part of an on-going process?

**WHAT**
What topics need to be on the agenda?
- use the agenda to explain how each topic will be handled, and for how long
- list what people need to bring
What is the best way to notify people of the meeting and circulate the agenda beforehand? **Bring spare copies!**

**WHO**
Who should attend?
- who needs to attend for decision-making
Are the right people available?
Is there a protocol for invitations and seating?

**WHERE**
Which is the best location and venue to suit everyone?
- security, travel requirements, accessibility, stigma
- space, equipment, ventilation, catering
What is the best layout for the style of meeting – formal or informal?

**WHEN**
When is the best time for this meeting?
- Is there a clear start and finish time which is culturally acceptable to all? Is there sufficient time to achieve the objectives?
- What breaks will be needed?
- Will the meeting be free from interruptions?

**HOW**
What is the best way to start, engage all cultures, encourage contributions, and clarify purpose and expectations?
- Introductions, ground rules, ice-breakers
What translation and interpretation is needed?
How will you record, clarify and circulate decisions and actions?
- flipchart or whiteboard; in minutes?

When you run a meeting you are making demands on people’s time and attention – use it wisely.

**Virtual meetings**
Facilitating a virtual meeting is more challenging than face-to-face and can be **real-time** (e.g. VOIP like skype; telephone; chat; collaborative real-time editors like Google Drive) or **non-real time** (e.g. email; voice messages; shared file systems like Dropbox).

Skills include:
- **Build trust and understanding:** develop clear, shared aims and where possible meet in person.

**Preparation** is even more important:
- check times of day suit all across time zones
- check everyone has access to hardware and software
- ensure all information is available to everyone (agenda etc.).

**Facilitation styles**
Very clear facilitation is essential:
- explicitly explain the processes for contributing
- summarise often verbally and in writing if possible
- plan regular breaks to maintain attention
- engage people who are not contributing
- in real time, take names as each person speaks.

---

**Additional resources on All In Diary website**
Facilitating consensus in Virtual Meetings, Seeds for Change 2013
Organising Successful Meetings, Seeds for Change, 2009

**Web links for further information**
https://www.seedsforchange.org.uk/resources
Multi-language meetings

The success and quality of your meetings rely on everyone being able to contribute their views and information.

Conducting meetings either entirely in a world language* or a local language will exclude key players and reduce the effectiveness of your meetings.

* A world language is a language spoken internationally which is learned by many people as a second language. English is the most widely used.

<table>
<thead>
<tr>
<th>WHEN INVITED TO A MEETING</th>
<th>WHEN ORGANISING A MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask what language(s) it will be conducted in</td>
<td>1. Check if interpretation is required, and what languages</td>
</tr>
<tr>
<td>2. Notify the organiser if you:</td>
<td>2. Brief interpreters and participants</td>
</tr>
<tr>
<td>- would like an interpreter</td>
<td>3. Consider room layout to ensure all can see each other</td>
</tr>
<tr>
<td>- can act as, or know, an interpreter</td>
<td>4. Minimise background noise</td>
</tr>
<tr>
<td>3. Ask for the information you need to participate fully in the meeting e.g. agenda, start and finish times, any special needs</td>
<td>5. Ensure a clear, easy-to-follow structure for the meeting</td>
</tr>
<tr>
<td>4. If translated materials would be beneficial, either:</td>
<td>6. Schedule regular breaks</td>
</tr>
<tr>
<td>- request translated versions</td>
<td>7. Translate key materials and visual aids</td>
</tr>
<tr>
<td>- offer to translate</td>
<td>8. Use small group discussions in local languages</td>
</tr>
<tr>
<td>- suggest a local translator</td>
<td></td>
</tr>
</tbody>
</table>

**Options of interpretation**

**Whispering interpreting** - useful when only one or two people require interpretation, but can be distracting.

**Consecutive Interpreting** - interpreter listens to a longer exchange of information, takes notes, then translates. Difficult to keep people’s attention, but useful when simultaneous equipment is unavailable.

**Simultaneous Interpreting** - requires booths, microphones, consoles, headsets, technicians. Useful in large conferences or formal meetings but requires technology and high level of skill.

**Combining Translation and Interpretation**

**Selective interpreting**
- Prepare translated key points and agendas on flipchart, handouts or PowerPoint
- Incorporate small group discussions in different languages to encourage sharing of views and ideas.
- Include interpretation of summaries and action points in the main group.

**Written Summaries**
- Simultaneous, summarised written translation can be done on computer and projected onto screen using OneNote software or similar. This also provides the basis for meeting minutes.

These options can maximise engagement and minimise disruption.

<table>
<thead>
<tr>
<th>Additional resources on All In Diary website</th>
<th>Web links for further information</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.justicewomen.com/PHAP">Quick tips on using interpreters</a></td>
<td></td>
</tr>
</tbody>
</table>

9.5 MANAGING STAKEHOLDERS

**Tips for using interpreters**
- where possible use someone who is trained in interpretation
- choose someone who is impartial, with no vested interest in the topic, but with an understanding of the content
- if possible choose someone who is representative of the group (gender, ethnic background etc)
- ask others who they might recommend
- take time to help the interpreter prepare by providing an agenda, explaining jargon, key issues, etc.
- ensure interpreters are given regular breaks (at least every hour)

**PREPARATION IS KEY**
Facilitation and running workshops

Workshops can be used to analyse problems, develop plans of action, learn new skills, learn from experience, change behaviour and build teams.

Good facilitation skills maximise the benefits from running workshops, and clear outcomes are essential. What will be gained from this workshop? Who is it aimed at? Are the objectives relevant to and agreed by key stakeholders?

In preparing for a workshop you need to consider the following:

<table>
<thead>
<tr>
<th>Constraints</th>
<th>Administration</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible constraints include:</td>
<td>Good administration is essential for success:</td>
<td>Varied and interesting exercises and activities maximise participation.</td>
</tr>
<tr>
<td><strong>Time:</strong> How much time is needed to practise the skills or resolve the problem, balanced with how much time people have to attend, and costs of the event?</td>
<td><strong>Venue:</strong> right rooms, accommodation, meals, refreshments, equipment</td>
<td><strong>Group work:</strong> mix sizes, groupings, tasks</td>
</tr>
<tr>
<td><strong>Location:</strong> Which location will maximise participation by enabling all stakeholders to attend (including e.g. beneficiaries, women and minorities)?</td>
<td><strong>Participants:</strong> publicity, joining instructions, their requirements (transport, meals, accommodation, interpretation, translation, special facilities for disabled), your meeting requirements (instructions, preparation, programme outlines)</td>
<td><strong>Visual aids and other multi-media resources:</strong> increases learning, can overcome language and cultural barriers</td>
</tr>
<tr>
<td><strong>Learning culture:</strong> What style of learning are participants used to?</td>
<td><strong>Facilitators and speakers:</strong> invitation, transport, materials, payment if appropriate, format of sessions, equipment and resources needed</td>
<td><strong>Open-ended questions:</strong> why, what, how? encourage wider thinking</td>
</tr>
<tr>
<td><strong>Language:</strong> How to ensure active participation across different languages?</td>
<td><strong>Materials:</strong> writing materials for participants, printing and collation of handouts etc., registration of participants, evaluation process</td>
<td><strong>Practising skills or field work:</strong> some people learn best from ‘doing’. (See ‘Personal and Professional Development’ page)</td>
</tr>
<tr>
<td><strong>Resistance or interference:</strong> Are any topics contentious? Are permissions needed or is resistance or interference expected?</td>
<td></td>
<td><strong>Action planning:</strong> encourage and capture clear actions following the workshop</td>
</tr>
</tbody>
</table>

It is important to choose activities which relate to local context and are designed to support your objectives

**Stages in a Problem Solving Workshop**

1. **Set the scene**
   - clarify objectives; introductions; ice breaker
   - what are all the issues and priorities for action? what is already working well?

2. **Define the problem**
   - why are these issues and problems?
   - how might you resolve the problem(s)?
   - how can you maximise what is working well? who will do what, by when and how?

**Additional resources on All In Diary website:**
Facilitating workshops, Seeds for Change 2012
Active listening, Seeds for Change 2009
Facilitation tools, Seeds for Change, 2010

**Web links for further information:**
http://www.mindtools.com/pages/article/RoleofAFacilitator.htm
http://www.seedsforchange.org.uk/resources

A Facilitator’s job is to make it easy

**A facilitator:**
- is objective and neutral
- ensures clear objectives and structure
- manages the time
- keeps an overview and focus on the outcomes
- ensures discussions are relevant
- clarifies everyone’s understanding
- ensures actions are agreed and recorded

**AND**
- keeps the event flowing
- listens and observes to ensure everyone is participating
- creates a relaxed atmosphere by setting the scene and ice breakers
- manages the pace, suggesting breaks and allowing time for informal discussion
- encourages participation, creative ideas and individual thinking through use of questions, techniques and exercises
Managing humanitarian personnel

Good people management skills are central to the success of any organization. Failure in this area can lead to low motivation, poor performance and loss of good staff. This has a cost for the organization as well as negatively impacting on the quality of projects and on accountability to communities and to donors.

Commitment 8 of the Core Humanitarian Standard states that ‘communities and people affected by crisis receive the assistance they require from competent and well-managed staff and volunteers’ and sets out the following:

Guiding questions for monitoring Key Actions

• Are the organisation’s mandate and values communicated to new staff?
• Are staff performance managed, under-performance addressed and good performance recognised?
• Do staffs sign a code of conduct or similarly binding document? If so, do they receive orientation on this and other relevant policies which allows them to understand it properly?
• Are complaints received about staff or partners’ staff? How are they handled?
• Are staff aware of support available for developing the competences required by their role and are they making use of it?

Guiding questions for monitoring Organisational Responsibilities

• Are procedures in place for assessing human resource needs in relation to programme size and scope, in conjunction with HR?
• Does organisational planning make provision for future leadership needs and for developing new talent?
• Do staff policies and procedures comply with local employment law and follow recognised good practice in managing staff?
• Does all staff have updated job descriptions and objectives, including specific responsibilities and objectives?
• Is the rewards and benefits structure fair, transparent and consistently applied?
• Is all staff provided with an induction and updates on performance management and staff development policies and procedures?
• Are all staff (and contractors) required to sign a code of conduct (that covers the prevention of sexual exploitation and abuse) and provided with an appropriate induction on the code of conduct?
• Does the organisation have a security policy and guidelines which are location specific and known to staff?

Scaling up human resource capacity

Prepare to:
• include staff capacity needs and recruitment plans in contingency planning
• develop succession plans
• develop ‘emergency’ recruitment procedures
• assemble basic orientation and briefing materials
• formalise handovers
• invest in developing capacity of junior staff
• develop talent management
• approach former staff or partners

Working with volunteers

• Manage volunteer recruitment like staff recruitment with clear terms of reference and a thorough interview process
• Identify who will be responsible for managing volunteers.
• Make everyone aware of volunteer roles and responsibilities.
• Fully brief volunteers on entitlements and working conditions
• Ensure sufficient funds to cover e.g. transport, food
• Motivating and retaining volunteers is just as important as for staff

Additional resources on All In Diary website

HR Toolkit for Small and Medium Nonprofit Actors © 2017
Cornerstone ondemand/CHS Alliance
Most Important Staffing Factors for Emergency Response© ECB 2006

Web links for further information

CHS Alliance: http://chsalliance.org

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www.allindiaary.org/phap.org
<table>
<thead>
<tr>
<th>Domains</th>
<th>Understand contexts and apply humanitarian principles &amp; standards</th>
<th>Achieve results</th>
<th>Develop and maintain collaborative relationships</th>
<th>Operate safely and securely at all times</th>
<th>Manage in pressured and changing environment</th>
<th>Demonstrate leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
<td>Understand contexts, key stakeholders and practices affecting current and future humanitarian interventions.</td>
<td>Be accountable for own work and use resources effectively to achieve lasting results.</td>
<td>Develop and maintain collaborative and coordinated relationships with stakeholders and staff.</td>
<td>Operate safely and securely in a pressured environment.</td>
<td>Adapt to pressure and change to operate effectively within humanitarian context.</td>
<td>Demonstrate humanitarian values and principles and motivate others to achieve results in complex situations, independent of role, function or seniority.</td>
</tr>
</tbody>
</table>

**Competencies and core behaviours FOR ALL STAFF in humanitarian response, informed by skills and knowledge**

- Understand the humanitarian context
  - Phases of response
  - Political and cultural context and underlying causes of crises
  - Gender, diversity and inclusion
  - Needs, skills, capacities and experience of crisis-affected people and apply these

- Apply humanitarian standards and principles
  - Programmes uphold national and international frameworks, standards, principles and codes
  - Use power responsibly
  - Understand own and others’ roles and coordination mechanisms

- Ensure programme quality and impact
  - Understand project cycle management
  - Actively participate in project design & implementation
  - Timely, appropriate results

- Work accountably
  - Answerable to crisis-affected people
  - Manage and share information

- Make decisions
  - Flexibility to adapt to change
  - When to decide and when to involve others

- Listen and create dialogue
  - Active listening and clear dialogue with crisis affected people, stakeholders and team members

- Work with others
  - Contribute to the team
  - Display empathy, respect and compassion towards crisis-affected population

- Maintain safety and security
  - Build and sustain acceptance for work
  - Recognise and reduce vulnerability by complying with safety and security protocols, and local context

- Minimise risk to crisis-affected people, partners and stakeholders
  - Attend to safety of all
  - Identify and communicate risks and threats and mitigate these

- Do no harm and minimise threats

- Maintain professionalism
  - Take responsibility for your work and impact on others
  - Plan and prioritise tasks while under pressure

- Be ethical and professional
  - Show integrity
  - Show awareness of internal and external influences

- Self-awareness
  - Be aware of own strengths, limitations and impact
  - Understand own and how they complement those of others

- Motivate and influence
  - Communicate humanitarian values and encourage others
  - Inspire confidence

- Critical judgement
  - Analyse and exercise judgement, initiative, creativity and tenacity

For full version, including Managers’ competencies visit – [https://www.chsalliance.org/what-we-do/chcf](https://www.chsalliance.org/what-we-do/chcf)
Recruitment and selection

Getting the right person, in the right place, at the right time, is crucial. Mistakes can be expensive and damaging to the reputation and activities of staff and the organisation.

**RECRUITMENT**

**Define the requirements:** Clarify what needs to be done and risk assess. Consider options of redistributing tasks; training up current staff; short term contracts versus longer term; specialist versus generalist; local versus international; sharing recruitment with other organisations.

**Job descriptions:** Outline broad responsibilities involved in the job, and expected outcomes.

**Person specifications:** What skills, knowledge, experience, competencies, qualifications and personal qualities are essential/useful to do the job? Avoid setting discriminatory criteria.

**Take legal advice:** Before starting, consult a local lawyer or access [http://natlex.ilo.org](http://natlex.ilo.org) to ensure procedures, contracts and compensation and benefits are compliant with all applicable laws; or ask HR managers, or other organisations with experience in the area.

**Advertising:** Avoid discriminating by the wording and placement of your adverts. Give clear instructions and timing.

Consider previous applicants, emails, newspapers, local radio, word of mouth but consider best options to encourage right people to apply while discouraging too many inappropriate applications

- **Avoid poaching staff** from local agencies or government.
- **Set up HR forums** so agencies can pool resources more effectively.

**Applications:** Standard application forms assist shortlisting. CVs are simpler and faster BUT information is not standardised and cultural differences can lead to misinterpretation.

**SELECTION**

**Shortlist:** Assess applications based on your selection criteria – watch out for bias and discrimination.

**Interviews:** Create a good impression of your organisation.

- Welcome the candidate and put them at ease – they will tell you more if relaxed.
- Ask open questions (*Tell me about...* *How do you...* *Why did you...* *Talk me through...*) to find out about their experience, skills, knowledge, and attitudes to stress, pressure, their role.
- Ask similar questions to all candidates to ensure fairness and allow for comparison.
- Avoid discriminatory questions e.g. if you ask only females ‘*Who looks after your children*?’
- Describe the organisation and the job.
- On closing, agree the next steps.

**Tests and checks:** Ask candidates for evidence of qualifications, examples of previous work or do a presentation, case study or test.

**References** from previous employers can be useful but ask for candidate’s permission and let them know when references will be taken up, by phone if possible. If internal candidate, check performance reviews.

**Making a job offer:** Prepare and send the necessary documentation in accordance with local laws. Include for signature: organisational Codes of Conduct, security procedures, protection policies etc.

**Induction:** Planned induction and handover ensures new staff settle in and become productive quickly (see Briefing and Handover page).

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**Additional resources on All In Diary website**

HR Toolkit for NonProfit Actors, CODF & CHS Alliance, 2017
Staff Reward Programme Case Study – TPO Uganda, 2015
Recruitment and Selection, People in Aid 2008

**Web links for further information**

Competency based interviewing and Recruitment courses: [https://disasterready.csod.com](https://disasterready.csod.com)

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10.3 MANAGING PEOPLE

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**Cross-cultural interviews**

Tips for Interviewing candidates who belong to different cultures.

**ESTABLISH RAPPORT**

Explain clearly the purpose of the interview and agree mutual goals – create a cooperative climate.

**FEELINGS and MOTIVES**

Ask ‘projective questions’ if the candidate is not used to talking about feeling and motives. e.g. ask them to describe a best friend or colleague and their reasons they admire them.

**DEALING WITH STRESS**

In order to gain insight into how candidates deal with difficult situations, ask them to describe their worst work experience.

**STEREOTYPES and PREJUDICE**

Be aware of your own bias affecting how you rate a candidate – positively or negatively.

Get contrasting views by having at least two interviewers per candidate, and have a standard format for questions and responses.
Briefing and handover

Briefings and handovers are crucial to the continuity of projects, and to ensuring the effectiveness of your team.

Whilst a briefing covers essential information on policies, procedures, broader context and job requirements, a handover focuses on continuity of work and passing on the day-to-day experience of the role.

“The worst scenario is being dropped in with no handover at all and receiving just rumours and opinions and at best a whistle stop tour”. Richard Lorenz, Aid Workers Forum

<table>
<thead>
<tr>
<th>Briefing</th>
<th>Handover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every incoming post holder can benefit from a briefing covering:</td>
<td>The single most important source of information will be the job’s predecessor. Failure to plan and organise handovers reduces programme effectiveness.</td>
</tr>
<tr>
<td><strong>Physical orientation:</strong> Where do I find people, resources, information? Where do I eat and sleep?</td>
<td>- one hour at the airport is not enough but better than nothing</td>
</tr>
<tr>
<td><strong>Organisational orientation:</strong> Where do I fit into this organisation? What are the values and objectives of this organisation?</td>
<td>- one week working together would be ideal as it would allow introductions to staff and partners</td>
</tr>
<tr>
<td><strong>Health &amp; Safety:</strong> What are the safety and security procedures and concerns? Up-to-date information on environmental and role risks and ways to mitigate these.</td>
<td>If a face to face (or skype) debriefing is not possible then short, written handover notes and well-ordered files are the absolute minimum.</td>
</tr>
<tr>
<td><strong>Terms and Conditions:</strong> How will I be paid? What am I entitled to? What do I do if I have a problem?</td>
<td>In preparing a handover consider:</td>
</tr>
<tr>
<td><strong>Country orientation:</strong> Background to the country and region. Nature and extent of the disaster, maps and plans.</td>
<td><strong>Current status of programmes:</strong> Finances and resources; plans and priorities; risks and contingencies; partners and key contacts with phone numbers, email and addresses.</td>
</tr>
<tr>
<td><strong>Programme orientation:</strong> What are the aims, objectives and deliverables; the funding; the progress; the challenges of this programme? What policies and procedures are used?</td>
<td><strong>Brief history to date:</strong> Achievements, changes and lessons learnt difficulties and constraints.</td>
</tr>
<tr>
<td><strong>Job requirements:</strong> What are my objectives and timescales? How will my performance be reviewed and evaluated? How does my role fit with others in the team?</td>
<td><strong>Priorities in coming weeks:</strong></td>
</tr>
<tr>
<td></td>
<td>- day-to-day activities, and regular commitments and contacts</td>
</tr>
<tr>
<td></td>
<td>- any ad hoc, one-off events</td>
</tr>
<tr>
<td></td>
<td>- ongoing projects, supplies etc.</td>
</tr>
<tr>
<td></td>
<td>- any special duties e.g. chairing meetings</td>
</tr>
<tr>
<td></td>
<td><strong>General:</strong> ways of working; best sources of information; living advice e.g. how and where to relax!</td>
</tr>
<tr>
<td>Pre-departure briefing is often organised by headquarters, but a short telephone briefing from the field is helpful. A full briefing on arrival is essential.</td>
<td>Start compiling handover notes a few weeks before you leave, noting issues which may arise in the future, then add detail in your final few days.</td>
</tr>
</tbody>
</table>

**Additional resources on All In Diary website**

Induction, Briefing and Handover Guidelines © 2008 People In Aid
Handover checklist © 2007 People In Aid

**Web links for further information**

http://chsailliance.org

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Performance management

Implementing an effective performance management process can be difficult and time-consuming. However, it is one of the most powerful exercises available to an organisation. A poor approach to performance management can be very damaging to the organisational culture, the morale amongst staff and the ability to meet the objectives of your programmes.

A performance management system ensures that each staff member:

- Agrees objectives and plans for the year with their line manager and is given opportunities for merit increases and promotions.
- Regularly receives feedback on their performance and the progress they have made towards achieving planned objectives and developing competencies.
- Identifies, with their line manager, areas for improvement along with opportunities for growth via learning and development plans.
- Regularly plans for their career development with their line manager.

Giving feedback
Regular performance feedback is crucial for monitoring progress.

Constructive feedback
- encourages learning and growth
- identifies training and development needs
- brings attention to concerns and opens the door to solving them
- creates an atmosphere of teamwork and support
- fosters an environment of mutual respect and support
- allows everybody to work better together

Tips
- be timely (close to the event)
- make it irregular (frequent informal feedback)
- be specific (on improvements required; sticking to the facts)
- privacy (ensure a quiet place to talk)
- use ‘I’ statements (give feedback from your perspective)
- limit your focus (to two issues per session; stick to behaviour that can be changed)
- talk positives too (a good place to start)
- specific suggestions (on how to improve)
- follow-up (to check improvements)

Performance management skills
Getting the best performance from your team calls for a blend of skills:

- Deliver feedback. It is important to find a balance between positive and negative feedback. Remember to keep negative feedback factual and non-judgemental, focussing on what the individual can do to improve.
- Give praise. Recognition for a job well done is a powerful motivator, which helps keep your team engaged and performing well. Aim to give a mixture of formal and informal praise, which can be verbal (thanking your team at a meeting) or written (an email or a card).
- Ask the right questions. Using a range of questioning techniques (open and probing questions) will encourage your team members to open up, and allow you to discuss performance issues in a constructive way.
- Listen. Two-way communication and understanding is essential, and the ability to listen and focus on what your team members are saying.
- Identify areas for learning and development. Finding appropriate new challenges and opportunities which will stretch skills and help staff to grow. Employees often become demotivated and disengaged by a lack of learning and development opportunities.
- Set performance objectives. Establish clear, achievable objectives or performance targets, using SMART objectives, which link individual goals to your mission’s goals and wider organisational objectives.
- Demonstrate positive behaviours. Establish a positive ‘performance’ culture, where individuals take responsibility for their own performance.

Additional resources on All In Diary website
Performance Management Toolkit for Immunization Supply Chain Managers, UNICEF 2016
Developing an HR Strategy, People In Aid, 2009

Web links for further information
http://www.hrea.org/learn/elearning/performance-management/
https://www.mindtools.com/pages/article/newTMM_08.htm

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www.allindiary.org/phap.org

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Personal planning and effectiveness

Working in emergencies is challenging. To maximise your effectiveness you need to find ways to stay motivated, confident and organised around the chaos.

Increase your personal effectiveness

1. Understand what motivates and inspires you

What do you want to gain from this experience? How realistic is that? Focus on what’s important to you and maintain a positive frame of mind. Stay in touch with family and friends by phone/email and carry photos/mementos.

2. Keep learning and improving yourself

What are your strengths and areas of development? How can you maintain a balance between hard work and achievement of objectives, and leisure and/or family? Develop skills of listening, empathy, clear communication and relaxation.

3. Get organised

Everything is urgent in emergencies, but an organised approach will help manage the most important priorities and minimise time wasting and stress. Develop a clear work plan and filing system. (See ‘Time Management’ in sidebar)

4. Maintain your health and fitness and manage your stress

A balanced diet, regular exercise and 6-8 hours sleep a day are key. Ensure regular Rest & Relaxation breaks. (See ‘Staying Healthy and Managing Stress’ page)

Personal planning for emergency assignments in the field

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider how you will cope with conditions in the field, and ensure that you have prepared things like insurance, finances, travel and health, including vaccinations</td>
<td>• Ensure clear briefings in the field including security briefing</td>
<td>• Ensure a debriefing and thorough medical check up is arranged</td>
</tr>
<tr>
<td>• Ensure a clear briefing from the organisation, clarifying your terms and conditions, where you will be working and who will be working with you. (See Briefing and Handover page)</td>
<td>• Clarify your tasks, expectations and reporting lines</td>
<td>• Maintain contacts that are important to you</td>
</tr>
<tr>
<td>• Set up your work space and communications – email address, Internet access, telephone, Skype, filing etc.</td>
<td>• Set up day-to-day living e.g. food, accommodation, transport, exercise, leisure</td>
<td>• Plan talking about your work in public e.g. in meetings or press</td>
</tr>
<tr>
<td>• Get to know your team in the office and in the field</td>
<td>• Find local medical, dental, banking, postal, telephone facilities</td>
<td>• Give yourself time to adjust back to life and work</td>
</tr>
<tr>
<td>• Think about handover; what will you need to record and how?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personal Contingency Planning

Plan ahead for future disasters. Prepare a checklist of equipment to have ready, whether it is an evacuation or staying at home with limited services:

- laptop; internet access; printer; cell phone; chargers; battery powered radio; full tank of gas essential cash
- back-up important business documents and keep them safe and accessible
- keep personal documents safe and accessible for identification and finances

Additional resources on All In Diary website

Time management handouts, InTuition Consultancy, 2011
How to Make Time to Think, 3D HR, 2009

Web links for further information

Training courses: http://disasterready.org

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Personal and professional development

There is increasing focus on professionalising the humanitarian sector and an expectation that humanitarian workers will continually develop their knowledge, skills and behaviours to improve their performance.

The Core Humanitarian Standard (8.3) states that staff should develop and use the necessary personal, technical and management competencies to fulfil their role and understand how the organisation can support them to do this.

How do adults learn?

70% of what adults learn is on the job (trying it out, having challenging objectives etc.)
20% is through peer support (coaching, mentoring etc.)
10% is through formal learning (face-to-face training, online, reading etc.)

This model indicates that the opportunity to apply formal learning is essential.

Learning Styles highlight individual preferences for different learning methodologies.

Activists prefer doing and experiencing new challenges.
Reflectors prefer to read, analyse, observe and reflect.
Theorists want to understand underlying reasons, concepts, and relationships.
Pragmatists like to ‘have a go’ and try things to see how they work.

How do you plan your development?

Step 1 – Assess your current level of knowledge, skills and behaviour against any essential competencies for your role. Are there any gaps?*

Step 2 – Select and choose practical developmental opportunities that will support you in implementing your learning within your work.

- Does it suit your own preferred learning style described above?
- Is the method of delivery compatible with your circumstances and resources (e.g. availability of people, money, equipment, access, internet connectivity, time)?
- Is the methodology appropriate to the level of skill, knowledge or behaviour you want to develop and you are currently at?
- Will your organisation support you in applying your learning?

| Additional resources on All In Diary website |
| Building an organisational Learning & Development Framework, © CHS Alliance, 2017 |
| Between Chaos and Control: Rethinking operational leadership, © ALNAP/ODI 2014 |

| Web links for further information |
| *Core Humanitarian Competencies Framework - http://www.chsalliance.org/talent |
| ELRHA: http://www.elrha.org |

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Team Working

Teamwork is the essence of humanitarian work. However, building a strong sense of teamwork can be challenging when there is a mix of professions, cultures, styles and expectations, and high turnover of staff.

**Team effectiveness requires:**

**Commitment** by all team members to a common goal.
- *How clear is your team’s goal?*

**Cooperation and collaboration** with team members working for and with each other, recognising and sharing their skills and knowledge.
- *How clearly does your team understand each other’s roles and responsibilities?*

**Discussion and decision-making procedures** can be made by
- the leader
- a selected minority of the team (e.g. those with expertise on the issue)
- a majority
- team consensus, in which everyone agrees to the decision to some degree.
- *How clear are your team members about what the team is expected to decide, how they will make the decision, and who will be accountable?*

**Open, honest, frequent communication:** Successful teams develop effective communication processes. By developing and using the core skills outlined below, teams can engender trust and a sense of belonging in team members.
- *How effective are your team’s communications? Do you regularly review how effectively your team feel they are working together and adapt accordingly?*

**Conflict management:** Conflict is an inevitable ingredient of teamwork and decision-making. Check your organisation’s processes, channels and procedures. Use these six steps to help your team work through its conflicts.
1. clarify and identify the cause of conflict, then try to understand each other’s point of view.
2. find common goals on which all members can agree.
3. determine what the team’s options are.
4. identify and remove barriers to consensus.
5. find a solution that everyone can accept.
6. make sure all parties understand what the solution means to them.

**Core skills for building trust**
- **Listening** – and understanding each other’s points of view
- **Sacrifice** – being prepared to give and take
- **Sharing** – information, skills, resources
- **Communication** – open, honest and respectful
- **Language** – increase inclusion by agreeing a common language(s); avoid jargon; speak in a positive manner
- **Hard work and competence** – working for the team and not just oneself, and using everyone’s skills
- **Persuasion** – encourage everyone to exchange, defend and adapt their ideas

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**Team Development**

Groups and teams go through well-recognised stages, you need to encourage teams to move through them effectively.

**Forming**
In early meetings, wary of sharing. Your team needs to get to know each other, clarify expectations.

**Storming**
Start opening up leading to differences of opinion, challenges to leadership. You need to manage conflict.

**Norming**
Start to agree how to work together, establish rules, procedures, processes. You need to ensure effective procedures on how to share information, handle disagreements, run meetings.

**Performing**
Comfortable, open, delegating tasks, different roles. You need to maintain effectiveness.

**Adjourning**
Group task ends. You need to create a positive ending.

*Tuckman, B. W. (1965)* 'Developmental sequence in small groups'

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**Additional resources on All In Diary website**
Building trust in diverse teams, © Oxfam for ECB Project, 2010
Teams and Team Working, 2009

**Web links for further information**
http://chsalliance.org/what-we-do/people-management

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www.allindiary.org/phap.org
Staying safe

With humanitarian personnel working in increasingly insecure environments and attacks on aid workers rising at an alarming rate, knowing how best to protect yourself in an emergency situation has never been more important. (See ‘Managing security’ page)

The following advice covers some general issues you should consider and become knowledgeable of throughout your deployment. However, you need to know your context, and be aware of your organisation’s security procedures.

### Travel
- Get a briefing on road/security conditions
- Leave a confidential copy of your travel plan: - routes to be travelled; timeframe; planned stops
- Carry copy of passport, travel permits, ID card and emergency cash
- Take extra food, water, spares, paper
- Wearing seat belts at all times substantially reduces deaths and injuries in road traffic accidents
- Slow down. Insist drivers maintain safe but reasonable speeds
- Do NOT stop for accidents or carry armed passengers e.g. police, soldiers
- Know how to behave at checkpoints in your context before travel
- Regularly check in by radio or phone
- After each journey, debrief on the road and security conditions

### Communications
- Be familiar with your organisational security plan and SOPs (Standard Operating Procedures)
- Get a briefing from the person responsible for security in your team
- Learn to use all equipment before travel – phones, radio, trackers etc.
- Be aware of your organisation’s communications plan/comms tree:
  - reporting or call-in procedures
  - radio procedures and frequencies
  - contact and backup systems
- Maintain a points-of-contact list (internal and external)
- Keep a hard copy of the contact list in case of phone theft or flat battery
- Keep copies of plans and procedures in a safe but accessible place
- Ensure everyone knows what to do at checkpoints and in event of accidents
- Share plans with others, if safe to do

### Hazards
- In lodgings and offices, check door and window security, fire exits and any fire extinguishers, smoke detectors etc.
- Use local people’s knowledge to assess the level of threat
- Assess need for protective clothing – gloves, masks, flak jacket, hard hat etc.
- Know location of secure areas and locations of team members
- Be aware of potential health issues for you and other team members
- Be aware of and alert to your surroundings, potential hazards and threats, and report them
- When out and about, be aware of personal security issues and avoid areas of potential danger e.g. crowds, mined areas, factional border, riots, criminal activity areas, shelling

### Evacuation
Know what you should do in case of an emergency:
- Be familiar with your organisation’s emergency evacuation plans and updates:
  - coordination with security focal points
  - shutdown procedures
  - assembly points
  - survival equipment and supplies
  - transportation for evacuation
  - evacuation points and routes (airport, border, specific road) marked on maps
  - vehicles prepared for evacuation
- Rehearse evacuation plan as necessary
- Check medical emergency plans, and know medical service providers
- List personal items to take or leave in an emergency and know location

### Think safety and security at all times!

**Be prepared:**
- Ensure you know the risks you will be undertaking and have given ‘informed consent’
- Take advantage of personal security and communications training before your assignment
  - http://www.disasterready.org
- Brief yourself on the situation in the country or the part of the country in which you will be working
- Ensure you fully understand your crisis response procedures and obtain a security briefing on your arrival
- Identify specific threats
- Keep updated
- Avoid complacency

**If you are not comfortable about an assignment or trip – don’t do it**

### Additional resources on All In Diary website:
- Safety and security for national humanitarian workers © OCHA 2011
- Staying alive, ICRC Handbook © ICRC, 2006

### Web links for further information:
- General advice: https://aidworkersecurity.org/
- http://www.ngosafety.org
- https://www.eif.eu
Staying healthy and managing stress

Assisting with disaster relief and response efforts is inevitably stressful. However, poor health and high stress levels affect an individual’s well-being and performance, potentially putting others at risk.

**Recognising stress**

**Pressure** is positive if effectively managed, but too much pressure leads to stress, poor health and poor performance.

**Stress** can result from the accumulated strain of working too frequently or for too long in a difficult or frustrating environment such as an emergency situation. This ultimately leads to ‘burn out’. Signs of stress may include the following:

- **Physical**
  - Headaches, Pain
  - Nausea
  - Fatigue
  - Rapid heart rate
  - Sweats, Chills
  - Trembling
  - Nightmares

- **Thinking**
  - Bad concentration
  - Poor memory
  - Confusion
  - Fast/slow reaction
  - Poor decision-making
  - Negative attitudes

- **Emotional**
  - Fear, Anxiety
  - Guilt, Hopelessness
  - Depression
  - Resentment
  - Anger, Irritability
  - Loss of humour
  - Distant from others

- **Behavioural**
  - Hyperactivity
  - Dangerous driving
  - Overwork
  - Angry outbursts
  - Argumentative
  - Not caring for self

**Acute stress disorder** can be caused through personal experience of, or witnessing of, a trauma. The symptoms normally present within a month of the trauma. They can include persistent, intrusive distressing thoughts or dreams, dissociation, negative moods, avoidance and sleep disturbances. These symptoms will often resolve themselves within a month or may progress to post-traumatic stress disorder.

**Post-traumatic stress disorder** can emerge at least a month or longer after experiencing trauma. The symptoms are similar to that of acute stress disorder. Both acute stress disorder and post-traumatic stress disorder require specialised treatment and support.

**Principles for managing stress - for humanitarian agencies**

1. **Policy**: agency has written, active policy to prevent or mitigate effects of stress.
2. **Screening and assessing**: ensure staff are equipped to respond to and cope with the anticipated stresses involved in their role. Monitor how staff manages stress.
3. **Preparation and training**: pre-assignment training in managing stress.
4. **Monitoring**: stress levels amongst staff monitored on an ongoing basis through 1:1s etc.
5. **Ongoing support**: for staff to deal with their daily stresses. Train managers to spot signs.
6. **Crisis support** and management that provides culturally appropriate support for traumatic incidents or stressful periods of work.
7. **End of assignment support**: practical, emotional and culturally appropriate at the end of assignments or contracts.
8. **Post assignment support**: clear written policies for staff adversely affected.

**Additional resources on All In Diary website**
- Mindfulness and Wellbeing, © CHS Alliance, 2015
- How to manage leadership stress, © Center for Creative Leadership 2009

**Web links for further information**
- Psychosocial Wellbeing: http://www.headington-institute.org
- https://www.antaresfoundation.org/
- Health Advice: http://www.jamat.org/index.cfm

**Mitigating stress**

Humanitarian workers are at risk of becoming run down, stressed and prone to illness. Aim to:

- Be aware of signs of stress in yourself and others
- Recognise what type of person you are and how you relax e.g. need your own space or company of others
- Develop a system for people to support and check on each other
- Talk to a colleague, friend or support person when something is bothering you
- Take leave and Rest & Recuperation (R&R) entitlements on time
- Stay in touch with family and friends
- Recognise your limits and accept them
- Make ‘done’ lists as well as ‘to do’ lists
- Try to be flexible and accept change
- Get enough sleep
- Take light exercise and maintain a healthy lifestyle
- Take regular breaks
- Do some enjoyable or fun activities
- Drink lots of water, and maintain a regular balanced diet
- Pray, meditate or relax